



**MINUTES OF THE REGULAR SENATE MEETING
HELD ON MARCH 13, 2020
AT 1957 E STREET NW/STATE ROOM & VIA WEBEX**

Present (in person): President LeBlanc and Provost Blake; Parliamentarian Charnovitz; Executive Committee Chair Marotta-Walters; Professors Sarkar and Yezer; Registrar Amundson; and Senate Staff Liz Carlson and Jenna Chaojareon.

Present (WebEx): Deans Feuer and Goldman; Interim Dean Bracey; Professors Agnew, Briscoe, Brown, Cordes, Costello, Dugan, Gupta, Gutman, Harrington, Hill, Khilji, Markus, McHugh, Mylonas, Ortí, Perry, Pintz, Rain, Rao, Rehman, Roddis, Schumann, Sidawy, Subiaul, Swanie, Tekleselassie, Tielsch, Wagner, Wilson, Wirtz, and Zara.

Absent: Deans Bass, Brigety, Jeffries, Lach, and Mehrotra; Interim Deans Deering and Wahlbeck; Professors Cottrol, Eleftherianos, Johnson, Schwartz, and Vonortas.

CALL TO ORDER

The meeting was called to order at 2:20p.m. President LeBlanc welcomed all those attending this meeting via WebEx. He noted that, barring objection, he would reorder the agenda today to begin with a COVID-19 update; the Provost would have additional remarks. Faculty Senate Executive Committee (FSEC) Chair Marotta-Walters would then have the floor to make brief remarks. The agenda will then proceed with item 3. The Parliamentarian has advised that the Senate lacks rules for online meetings, quorums, and votes; therefore, any actions taken today will be done under unanimous consent if consent can be obtained. Professor Marotta-Walters will be asking the FSEC later this month to adopt an urgent resolution providing for future online meetings and for online votes if technically feasible to do so. Later in the meeting, the WebEx polling feature will be tested to conduct an online vote on approval of the February minutes. After that vote, which will be informal, the President will request unanimous consent to adopt the minutes.

UPDATE: COVID-19 Response (comments from Thomas LeBlanc, President; Brian Blake, Provost; and Sylvia Marotta-Walters, FSEC Chair)

The President noted that the COVID-19 pandemic is on everyone's minds at the university and that this week has been an unprecedented one in higher education. Every step taken thus far has been taken in the interest of working to protect the health and safety of the GW community. Following spring break, GW will move to virtual instruction. The university has encouraged (to the point of requirement) students who are able to go home to do so. Approximately 1200 students will still be in residence on campus; therefore, residence halls and food service facilities will continue to operate.

By March 27, the university will provide information about the need to continue virtual instruction beyond the current instructional continuity plan, which runs through April 5. Today, the university released a policy regarding telework for GW employees. Many school districts are closing, and there is a lot of concern around the use of mass transit. In the safety and interest of GW employees, employees not designated as essential are being asked to stay home. Within that community, there is a significant fraction that will be able to telework. Others are in jobs that do not lend themselves to telework; these employees are still being asked to stay home. These employees may be asked to help contribute to telework in ways beyond their normal roles due to the need for staffed phone lines and other work in support of the university's operations.

Provost Blake affirmed that there is a great deal of uncertainty around the current situation among GW's students but that the community has come together to help in a very impressive manner. He noted that he is proud to be part of a community that is working toward the safest and best educational experience. GW staff have been working around the clock to monitor and react to this rapidly changing situation and to provide timely updates to the GW community. In particular, the Provost thanked Scott Burnotes (Associate Vice President of Safety and Security), Terry Murphy (Deputy Provost), and the entire pandemic readiness and response task force for their tireless work and steady leadership. He noted that Deputy Provost Murphy was one of the earliest members of the GW leadership to recognize what this could become and to begin planning for required actions before the situation became a crisis.

Based on the available information, GW's decision thus far is to encourage students who can go home for spring break to do so, in order to reduce the population of on-campus students and slow the spread of COVID-19. This allows the university to better sustain essential services for individuals who have a critical need to remain on campus. Beginning March 21, residential students are expected to no longer be living in student housing until the end of the instructional continuity period, with some exceptions. Beginning Monday, March 16, GW is requiring all employees whose jobs can be performed remotely to telework. All employees will continue to be paid in the interim.

Beginning Monday, March 23, most GW classes will move online and will remain online through at least April 5. The university has asked students to take laptops, textbooks, notebooks, and personal items to last several weeks with them for the duration of the online coursework period. As the president noted, the university will update everyone by March 27 if online instruction will continue past April 5.

The GW [Libraries and Academic Innovation](#) Instructional Core for Advocacy, Research, and Excellence (ICARE) has designed an action plan to ensure all GW departments can meet the expectations of transitioning face-to-face coursework to online. ICARE has prepared training modules for faculty regarding how to use Blackboard to create synchronous class sessions and other forms of instruction online.

The training portfolio and schedule have been expanded to ensure all faculty receive the training they need. The GW Libraries website provides a list of all the upcoming instructional continuity workshops. There are currently 18 workshops scheduled through the beginning of April, both in-person and online. ICARE also offers walk-in consultations upon request. The ICARE team has reported that trainings thus far have been well-attended.

To prepare for all possibilities, ICARE has prepared both a “University Open” plan and a “University Closed” plan to ensure all support and training needs for faculty are met no matter the university’s status. They have also planned for potentially expanding beyond their 24-person core workforce in the event that requests for trainings and support overwhelm their current resources. Cross-functional training of other Libraries and Academic Innovation staff will begin next week.

Next week, ICARE will provide deans and chairs with an update discussing new resources for instructors. These resources will include but are not limited to:

- An easy technology matrix guide highlighting key online resources and degree of difficulty of adoption that will serve as a handy guide as instructors launch online learning; and
- A new peer-to-peer program that will allow faculty to connect with experienced online GW teaching faculty to discuss techniques, pedagogy, and best practices as they settle into online learning.

The ICARE team reports that schools and colleges have been enormously cooperative as faculty prepare for training and adjust to this new method of teaching.

The university has also provided a variety of [instructional continuity resources on the Campus Advisories website](#), including a preparation checklist for courses and links to useful instructional tools such as Blackboard; VoiceThread (which facilitates asynchronous online discussion around multimedia); Echo360 (which records screencasts or lecture videos through a personal device that can be shared on Blackboard); and GWIT Support contact information.

The Provost noted that he deeply appreciates the flexibility and support of GW’s faculty and the hard work of the ICARE team in preparing for this unusual and stressful situation.

President LeBlanc added that a task force has been established with experts from the Colonial Health Center, the Milken Institute School of Public Health (GWSPH), the School of Medicine and Health Sciences (SMHS), the School of Nursing (SON), the Medical Faculty Associates (MFA), and GW Hospital. This task force has been working around the clock in close coordination with university leadership to monitor local and national guidance on the COVID-19 situation since December and to provide frequent updates and resources for the GW community. Thus far, there has not been a diagnosed case of COVID-19 at GW, but this is simply a matter of time. GW is extremely fortunate to have expert faculty providing guidance on these questions.

The President further noted that GW has recalled students from study abroad programs and continues to monitor this situation. The university has implemented travel restrictions as well as self-quarantining guidelines, particularly for those returning from international travel. Hand sanitizing stations have been made readily available around campus, and high-touch areas are being disinfected on a regular basis. The university is also encouraging social distancing and has limited the size of gatherings on campus. There are a lot of unknowns at this time, and GW is preparing contingencies against them. University leadership is reviewing the full calendar between now and the end of the semester and is assessing when each event needs a decision about postponement, cancellation, or continuation. Updates continue to be delivered to the community, and the GW website includes a very helpful [FAQ](#). The President thanked the Provost and entire GW faculty for what is a remarkable transition to virtual education overnight. It is a testament to the infrastructure in place, but it is also a testament to the GW community, which has pulled together remarkably in the face of

this crisis. He commended Scott Burnotes, Cissy Petty (Dean of Students), and many others working hard to navigate this issue from the front lines.

Professor Wirtz asked about protocols for a symptomatic individual for arranging for a COVID-19 test and for notifying GW of their circumstances. President LeBlanc responded that, on a national basis, there are not enough tests and that the triage process for qualifying for a test includes exhibiting symptoms and coming in contact with an individual with a known case. He recommended that GW students contact Colonial Health. GWSPH Dean Lynn Goldman emphasized that symptomatic individuals should remain at home and isolated, particularly if they are around those members of the population who are particularly susceptible to the virus (e.g., elderly people and those with chronic respiratory conditions). She strongly recommended that individuals not go to the emergency room unless they are very sick. She noted that most people have colds and that most people with mild symptoms aren't being tested. Going to the emergency room with mild symptoms puts an individual at risk of contracting the virus from someone at the emergency room. Mildly symptomatic individuals should stay at home and contact their regular health care provider. She noted that the MFA and GW Hospital are setting up separate screening areas, apart from regular care areas, for potential COVID-19 cases.

Professor Cordes suggested that university leadership monitor the Facebook page "Overheard at GW" to be aware of concerns and confusion among the university population. The President responded that leadership is monitoring various social media sites, including this one, and is using questions and concerns raised there to add to the online FAQ. Virtual town halls are also being held to address these questions.

Professor Marotta-Walters began her remarks by quoting George Washington: "Perseverance and spirit have done wonders in all ages." On behalf of the Senate and the faculty, she thanked President LeBlanc, Provost Blake, and the university administration for the vital steps they have taken to maintain GW's teaching mission through this crisis, which is a test of the university's service priorities of safety, care, and efficiency. The Senate's governing documents do not factor in global pandemics, and the FSEC is preparing to conduct all Senate meetings virtually during this time, noting that the April 3 Senate meeting will not be held in person. The transition of Senate leadership happens in April, and this year's FSEC will have high turnover. The FSEC includes elected representation from each school and is empowered to make decisions on behalf of the Senate in urgent situations such as this. All actions will remain transparent via updates to the Senate website. Professor Marotta-Walters extended her thanks to the Senate staff (Liz Carlson and Jenna Chaojareon) for their efforts in helping the Senate manage this move to virtual meetings and keeping the university community informed.

As regards shared governance, Professor Marotta-Walters expressed her opinion that the focus over the next several weeks should be on continuity of education and research and on attenuating the impact of the current health crisis on the university community. Conversations around adapting the strategic planning timeline during this crisis should resume as the present situation evolves, and the FSEC stands ready to have these conversations. The remainder of Professor Marotta-Walters's remarks are available in the attached FSEC report.

DISCUSSION: President's Update on Strategic Initiatives and Senate Discussion (Thomas LeBlanc, President)

Referencing the attached joint memo to the GW faculty from the President and Board of Trustees Chair Speights, President LeBlanc stated that he has heard the faculty's concerns about not being consulted, about the 20/30 objectives, and about the strategic plan. While he believes these objectives are important, he understands that, moving forward, the faculty expects to be involved when establishing such goals. He, like all GW faculty, cares deeply about the university, and he is committed to finding common ground with the faculty that all can support. He noted his awareness of areas of disagreement, and they can be discussed, but he also noted important areas of agreement.

The President stated that he has heard, loudly and clearly, from faculty and students about the importance of diversity in the GW community—he agrees, and the Board agrees, and they are committed to maintaining and enhancing diversity, including in the incoming classes of students. He has also heard the strong support for doing more to help GW's neediest students; again, the President and Board agree with this position. President LeBlanc affirmed that they are looking at ways to grow the financial aid pool for GW's neediest students and to ensure that GW's existing need-based aid is targeted to the neediest students. He has heard about the importance of GW's historic strengths in the future of GW, and again he and the Board are in agreement with this position. Great comprehensive universities are built on strong faculty from many different programs, building strength on strength, and the President noted he was pleased to see this belief reflected in the interim reports from the faculty-led strategic planning committees. Most critically, the President affirmed that he has heard that faculty want to be involved in the details of planning GW's future, and he and the Board agree. In their recent joint memo, Board Chair Grace Speights and President LeBlanc outlined a set of processes such that the faculty are working jointly with the administration to make recommendations on the implementation of the strategic plan. The Chair, on behalf of the Board, and the President, on behalf of the administration, are committed to honoring these processes.

The interim reports from the faculty-led strategic planning committees include recommendations that everyone can support, and the committees continue to work to refine recommendations based on the feedback they have received from the university community. The Provost's Future Enrollment Task Force (FETF) continues to meet and is coordinating with the High-Quality Undergraduate Education Committee; the Provost will provide an update on this task force later in the meeting. The planning process will continue, and the Board Chair and President welcome and expect robust participation from faculty, staff, and students. The Strategic Planning Task Force (SPTF) will discuss any ramifications of the virtual campus to the overall timeline. The President expressed his belief that working together will achieve shared goals, and he noted his commitment to working with the faculty.

Similarly, and in the spirit of working together, he addressed concerns heard about the culture initiative. During his recruitment and transition, President LeBlanc noted he heard a lot about the GW community's desire to improve its culture. In response, he created a culture initiative that has been and continues to be led by GW faculty and staff. From the beginning, the Culture Leadership Team (CLT) has engaged faculty leadership, including the Vice Provost for Faculty Affairs, the Chair of the FSEC, and a Faculty Senate representative. This group has worked very hard to engage faculty and staff in an effort to improve the experience of every member of the GW community. They have reported on their progress to the Faculty Senate. They and the President welcome feedback on how the university can make meaningful progress in improving its culture going forward. This is another area where the President noted he hopes common ground can be achieved, with the GW community working together to strengthen the university.

Professor Subiaul noted that many concerns are related to funding for proposed initiatives and asked whether there is a plan in development for how to responsibly fund selected initiatives and, if so, whether that plan is being communicated. President LeBlanc responded that there are a number of plans to address this question in three dimensions (at the moment, COVID-19 has made every plan tentative). First, the university's bicentennial celebration, planned for next year, will be an optimal launching point for the next major fundraising campaign. This is still under discussion, and there is not yet an approved final plan for this. Second, the university has a very strong balance sheet, and the ability to borrow additional funds, particularly for some capital projects, is an option; obviously, the capital markets have changed completely in the past few days, an example of the current situation creating uncertainty. A third opportunity for funding involves reallocation within the current operating budget. Beginning with the administration, leadership is looking at priorities and how funds are being spent with an eye to ensuring that funds are being spent on the highest priority objectives. He recognized that it may not be possible to implement all of the excellent recommendations coming out of the strategic planning committees; part of this process will be to prioritize these recommendations and implement those that will have the biggest impact on the university. Professor Subiaul suggested that the administration needs to have some kind of communication about these funding questions, noting that, currently, the typical response is that there isn't a plan and no new funding will be allocated—a response that understandably creates anxiety among faculty members and students. Professor Cordes noted that the Senate Fiscal Planning & Budgeting (FPB) committee raised this issue at the Special Assembly when asked to review the interim strategic planning committee reports. He agreed that there are many great ideas being put forward but that serious consideration needs to be given to how they will be funded. He noted that he has met with CFO Mark Diaz to discuss aspects of this, who has committed to working closely with FPB to address these issues. For this to be effective, the progress already made in sharing budget information with the committee must continue.

Professor Wirtz expressed his deep gratitude for the immense efforts going into the university's response to COVID-19 and asked about long-term implications of the crisis. Following the immediate threat, there is a potential long-term threat in terms of health and economic considerations, particularly for schools with large international populations. He noted that GW needs to be prepared for enrollment impacts as a result of COVID-19 and asked whether any consideration is being given to postponing the 20% undergraduate reduction until the COVID-19 impact is better known. President LeBlanc responded that this question captures the university's gravest concerns perfectly and that university leadership is very conscious of the pandemic's potential impact on domestic and international enrollments at GW and beyond. He noted that GW has a few particular risks that he is working with the deans to mitigate; these include international graduate enrollments (for programs that draw particularly heavily from international populations) and undergraduate enrollment of international students. In both cases, there is uncertainty around whether students will be permitted to leave their home countries, or to enter the United States, or whether they will even take the risk of applying and depositing at GW in the face of this uncertainty. The President noted that, in some ways, GW is a little better positioned as the university is not as dependent on a larger incoming class for next year but still has risk exposure in the area of international students. He noted that this is a prime example of reserving the right to be rational around the plan's implementation in order not to make the situation worse.

Provost Blake added that the slight enrollment reduction this year leaves GW with a better composition of incoming students than last year due to the planned increase in transfer students (to

300) and reduced the dependence on the new fall-entering first-year students. This in itself reduces the anticipated number of international students in the undergraduate population. He noted that yield models are being stress tested to very low levels of international enrollments. GW is anticipating enrolling a smaller class with fewer international students (and a lower anticipated yield from that population). Another counter to this is a larger waitlist. Professor Wirtz asked whether the administration is prepared to assure the Senate and the wider university community that, even if the COVID-19 pandemic takes the university to an unanticipated and unwelcome place, GW will be on a firm financial standing, particularly with regard to enrollments. President LeBlanc responded that it is impossible to make that kind of declarative statement as the uncertainty is currently so great. In a worst-case scenario involving no students traveling to college in September, there is no action the university could take at this point. He assured the Senate—and invited feedback and contributions on this point—that university leadership is taking every step they can think of and trying to build in contingencies along the way to try and mitigate any harm caused to enrollments by the pandemic. He noted that, despite the university's strong fiscal position, circumstances could happen to the whole of higher education that would change GW's course of action.

Professor Cordes first confirmed the President's comment about the university's fiscal position. He then noted that yield model investigations and waitlist manipulations are primarily focused on undergraduate enrollments, and graduate enrollments are a concern, with some of GW's largest master's programs heavily dependent on Chinese and other international students. Provost Blake responded that this area is indeed a risk; graduate enrollments are a big part of the university's financial security but are also the part of the budget with the most contingencies. He noted that graduate tuition revenue was up last year compared to the year before; this year's projections of flat graduate enrollment are more conservative.

Professor Ortí asked how the cost of student residence hall departures and lost housing revenues this spring will impact budget calculations and a consideration of postponing enrollment reductions. President LeBlanc responded that there are two questions here: what the financial impact of not having students using the residence halls during this indeterminate period might be and what the financial consequences of a smaller residential student body might be. He noted that the university approached the current crisis from the perspective that the highest priority is safety, the second is care, and the third is efficiency/cost. There will be a cost associated with having the students out of the residence halls this spring, and he noted that the decisions made around the current crisis fall within the planning horizons of the university's budget. Going forward, the modeling being done takes into account the impact on the residence halls. The university's plans to take Thurston Hall offline for renovations in May have been built into the planning models all along. In addition, there is excess demand for residence halls, and GW doesn't anticipate losing residence hall revenue associated with planned enrollment reductions. In fact, the President noted, this will allow the university to renovate and maintain residence halls, which currently operate at full capacity, including during the summer. He noted that the bottom line is that the incoming class of students will produce an overall student body that is only slightly smaller than the current student body. The fiscal impact next year is therefore not that great. Provost Blake observed as well that many activities that were scheduled on campus this spring will now not take place (and hence will not require the planned spending to support them); this will help offset some of the immediate housing revenue losses.

Professor Wagner commended President LeBlanc for his remarks about having heard the faculty's concerns around university planning. Recognizing that the current circumstances make this question

difficult, she asked, given the importance of diversity and of wanting to do more to help GW's neediest students, what concrete steps would be taken under a best-case scenario to meet student need. In particular, she asked, how does GW balance the needs of students with the 20/30 plan, especially with regard to student financial need? Finally, she asked whether the administration has considered the possibility of committing to meeting 100% of student need, as some of GW's peer institutions have. President LeBlanc recalled a thought exercise he engaged in with the Senate around what GW might do with a \$1 billion gift and how quickly it can be committed to just a few sizable priorities. Meeting full student need would require a significant endowment, and he noted that the challenge is to have a defined direction. The university should continue to try to improve how much of the need of its neediest students it is meeting (it currently meets about 85% of need). Some institutions commit to meeting 100% need for certain groups of students (for example, students below a certain family income threshold); GW doesn't make specific commitments such as this at this point. Concrete steps GW can take include making need-based scholarships a high priority in fundraising (e.g., the Power and Promise campaign) and targeting unrestricted gifts to this purpose. The university can also look carefully at how it currently uses its scholarship dollars and whether that usage meets GW's philosophy and priorities. Scholarship dollars tend to be either merit- or need-based, and there can be significant overlap between the two in a student body. The Provost is looking carefully how both sets of funds are being applied to ensure that these funds are being optimally used in their current allocations. The Provost affirmed this and noted that his office is continuing work begun by Provost Maltzman to look at how best to reallocate need dollars. He added that there are also financial awards specific to certain affinity groups of students, and these can also be balanced with merit- and need-based aid.

Professor Ortí asked whether adhering to the 20/30 plan or meeting student financial need is the more important thing for the administration. President LeBlanc responded that he doesn't believe this is an either/or and that both are important. The university is absolutely continuing to try to improve its ability to help its neediest students, but this is difficult to achieve in the near term. At the same time, it is also important to offer a first-class experience to all students.

The President thanked everyone for their comments and noted he is looking forward to further discussion.

REPORTS: Senate Standing Committee Chairs' Responses to the Strategic Planning Committee Interim Reports

Appointments, Salary, & Promotion Policies. (ASPP)/Murli Gupta, Chair

Professor Gupta referenced the attached slides, which summarize the committee's responses to the interim reports (also attached). Professor Subiaul asked about the committee's thoughts on experiential learning opportunities (such as lab work or independent study, for example), noting an issue with faculty being able to receive some kind of credit for this nontraditional work with students. Professor Gupta responded that his committee did not discuss these scenarios with regard to faculty.

Educational Policy & Technology (EdPol)/Jason Zara, Chair

Professor Zara noted that the committee conducted its review with the knowledge that the interim reports are drafts and that a great deal of feedback will be collected and incorporated into the final reports. The committee has been monitoring the reports and, as they come into a more complete form, identifying which metrics for changes are the most appropriate for the Educational Policy &

Technology committee to request information on going forward. This would include graduate and undergraduate instruction and technology changes, among others. The committee will be very focused on the data and metrics around student diversity, student quality, and student financial need (at both the graduate and undergraduate levels). The committee is also very interested in identifying and monitoring metrics that measure the student experience; obtaining this information is a little more complicated, but the committee hopes to be able to obtain information beyond simply retention and graduation data in order to find out how GW is serving all of its students both as whole people and as students. The committee plans to work closely with the President's and Provost's offices as decisions are made around which plans will move forward and to remain involved as plans move toward implementation.

Fiscal Planning & Budgeting (FPB)/Joe Cordes, Chair

Professor Cordes reiterated the comments he made on behalf of the committee at the Special Assembly, noting that the interim reports include many fine ideas but that implementing them will require financial resources and careful planning. He noted that University Librarian Geneva Henry, a member of the committee, pointed out an example that could provide a model for some estimates around funding requirements: in the World-Class Faculty report, aspirational numbers can be placed around goals such as increasing the number of faculty who are members of academies. FPB would be happy to work with each of the strategic planning committees on beginning to tie some funding assumptions to initiatives in their respective reports.

Related to this necessary fiscal planning for each of the initiatives, Professor Cordes reported that the finance directors in the academic units are being asked, as they build their budgets for the coming year, to justify budget line items rather than assuming flat or slightly increased spending; this exercise may achieve a more realistic financial baseline ahead of adopting a multi-year plan. With regard to five-year plans, Professor Cordes reported that CFO Diaz would like to develop a series of parameters for a variety of elements that would drive the budget (e.g., enrollment, enrollment growth, tuition growth, etc.) and use those to guide a multi-year budget plan with the idea that the Board would approve the overall plan and monitor it for any needed adjustments as opposed to reapproving a plan each year.

Finance directors are also being asked to build in a budget line item for contingencies that would be used to buffer variations in revenues and costs. Professor Cordes noted that CFO Diaz and Vice President of Financial Planning & Operations Jared Abramson stand ready to work with FPB on a wide variety of issues, including strategic plan implementations and responses to COVID-19.

Professor Wirtz asked whether Professor Cordes can speak to a longstanding rumor on campus with regard to the situation the university finds itself in with the medical school, in particular what the current and potential long-term impact on the budget might be in this area. Professor Cordes responded that the for-profit owners of GW Hospital have suspended making dividend payments to GW, which is clearly a concerning matter. This clearly impacts GW revenues, and FPB will be following this closely.

Professional Ethics & Academic Freedom (PEAF)/Ed Swaine, Chair

Professor Swaine reported that the committee confined its initial comments to matters within its jurisdiction. The committee's reactions to the interim reports are colored by the fact that PEAF has the opportunity to further monitor and react to proposed changes during the regularly scheduled review of the *Faculty Code*, which will begin next academic year.

The High-Impact Research report highlights a need to consult with the Faculty Senate about modifying the appointment, tenure, and promotion (APT) guidelines to include high-impact research as part of tenure and post-tenure reviews and to codify the added value of interdisciplinary research. PEAF applauds the idea of consulting with the Senate but expressed concerns about “high-impact research” and “interdisciplinary research” as a definitional and conceptual matter. High-impact research is described in the report as “research or scholarship which has a significant impact on an academic discipline and/or upon society.” In concept, this sounds good, but the committee felt that incorporating this into the APT guidelines and assessing it will be challenging. The committee anticipates that it will be difficult for faculty to assess the future impact of their research as they work toward tenure decisions, and it will be hard for external reviewers to assess in real time and objectively whether research has “a significant impact on society.” PEAF supports this in concept but stresses the need to determine the best way to work “high-impact research” into the *Code* without deviating from existing definitions of excellence and the pursuit of high-level distinction within a field.

The World-Class Faculty report proposes developing a Distinguished Faculty and a Distinguished Professor of Practice program. The committee understood the report to be saying that this program would involve a limited number of individuals and positions that wouldn’t materially affect the present balance of specialized vs. regular faculty. PEAF would be eager to assist with any contemplated revisions here during the upcoming *Code* review.

Finally, in the High-Quality Undergraduate Education report, PEAF was interested in the emphasis throughout the report on inter- and cross-disciplinary education. These terms are referenced frequently in the report’s goals, including with respect to faculty training, guarantees of student access to this type of education, innovative programming, and the like. PEAF noted that it is important to identify exactly what is meant by inter- and cross-disciplinary education, and whether the terms are meant to be interchangeable or distinct. PEAF expressed its willingness to work with the committee on all of these definitions as work progresses.

Research/Kausik Sarkar, Chair

Professor Sarkar brought comments to the Senate compiled by Research committee co-chair Karen McDonnell at the Research committee’s last meeting (Professor Sarkar was traveling and unable to attend that meeting). The committee took a broad, high-level view of the reports and had two specific areas of comment.

Broadly speaking across all the reports, the committee wondered who “owns” the strategic plans being developed and whose responsibility it is to communicate with the GW faculty about the outcomes of the strategic plans. The committee asked whether there will be a strategic plan for the funding of the recommendations of the strategic planning groups. This transparency around funding may assuage concerns from the faculty. The committee recommends that the valuable contributions of the input provided by GW community members to these groups be organized into a repository for GW access to this information; this will memorialize the institutional memory around the process. The Research committee was commended for working with the Office of the Vice President for Research (OVPR) to build a structure for communicating a baseline (or starting point) for the university’s research ecosystem efforts. The committee’s overriding question was what data management plan will be developed for all the information gathered throughout this process. This

question led to a discussion about how to evaluate the progress of the strategic planning groups and how these efforts could serve as a model.

More specifically, the committee asked how issues that broach multiple components of the strategic plans will be addressed. The issue of having a secure data repository was an example raised; no single committee (or ecosystem group in the Research committee) took this as an issue, but it underlies both High-Impact Research and World-Class Faculty. The committee also noted, in the High-Quality Undergraduate Education report, that the assumption is presented that there will be a 20% decrease in enrollment (on page 1 and again on page 2); the committee asked about the justification for this as a foundational assumption.

University & Urban Affairs (UUA)/Shaista Khilji, Chair

Professor Khilji referred the Senate to the attached report from the UUA committee and highlighted a few areas of note. First, the committee expressed a concern over evaluating programs on the basis of their selectivity and number of applicants when a number of programs are under-marketed due to a lack of resources; this seems counterproductive to many faculty members. Committee members wondered how programs can be made “selective” when they are faced with an acute lack of resources and asked how the university plans to make a more equitable allocation of resources for a wide variety of programs that have historically focused on social change and social impact.

With regard to the World-Class Faculty and High-Impact Research reports, the committee noted that GW should develop a well-defined understanding of diversity that is meaningful and relevant to GW and the wider DC community. The committee was disappointed that these reports did not propose inclusive processes and language. Creating an inclusive culture and processes is crucial to developing a collaborative culture of teaching and research at GW.

Both High-Impact Research and World-Class Faculty propose establishing new centers focused on developing research and faculty. The committee believes that the goals and responsibilities of these centers should be clarified, and efforts should be made to ensure that these centers do not create yet more bureaucracy at the university. Committee members were also interested in learning more about how financial resources would be allocated to support these centers.

Finally, Professor Khilji noted that one of the UUA committee’s goals is to build relationships within the District and to explore ways for the university community to address the rising problem of income inequity and its effect on low income housing in the District. In line with this goal, the committee would like to highlight the critical role that GW culture and faculty play in engaging with the local community in a meaningful way. From this perspective, the report makes several points; Professor Khilji highlighted one in her remarks. Given GW’s emphasis on community engagement and GW students’ interest in civic engagement, and the university’s recent recognition from the Carnegie Foundation for the Advancement of Teaching as a Community Engaged Institution, the strategic plans must also delve into strengthening GW’s commitment to community engagement. The committee emphasized that this highly competitive and prestigious designation was awarded, not primarily because GW students engage in direct community service, but because GW as a higher education institution has embedded community engagement in its identity, practices, policies, and culture. The designation recognizes faculty scholarship and an institutional culture of community engagement and research. The committee proposes that any strategic initiative (moving forward) must commit to strengthening this culture.

The aforementioned themes are highlighted with the objective of strengthening GW's core culture, its reputation as a world-class comprehensive university, the reputation of its diverse programs, and the elevation of the student and faculty experience. Professor Khilji expressed her hope that these points and others discussed by the Senate would be given due consideration in the strategic planning process.

REPORT: Annual Report of Core Indicators of Academic Excellence (Brian Blake, Provost)

Provost Blake reviewed the attached slides, noting that he has retained the format of previous years for this report. However, he anticipated modifying the format going forward to include more program-level data. He provided some highlights, indicating that, generally, over the past five to ten years, GW students and faculty have made healthy progress. The faculty population has become more diverse, particularly with regard to gender, although there is work to be done in the area of underrepresented minority faculty. The student body is very close to the Foggy Bottom enrollment cap, and more students are taking advantage of GW's broad curriculum with second majors as well as minors. He noted that the non-tenure-track to tenure-track ratio has slipped slightly from its target and that he expects these numbers to be in compliance with the *Faculty Code* by the time this report is presented next year. He noted that salary equity looks good but that he observes opportunities for improvement, particularly with regard to assistant professor salaries in the local market. Following a review of the slides, he opened the floor for questions from the Senate.

Professor Wilson asked whether the presence or absence of grade inflation can be controlled for when considering the academic quality of applicants. Provost Blake responded that trends around grade inflation are national, but GW's increasing retention rate demonstrates that students are experiencing good academic outcomes once they get to GW.

Professor Wirtz observed an apparent trend downward in the number and percentage of tenured/tenure track faculty and a corresponding increase in non-tenure-track faculty over several years (slide 14). He asked whether GW is replacing tenure-track faculty with non-tenure-track faculty, noting that the trend in these numbers doesn't appear coincidental and instead looks like a policy. He expressed his concern about this and asked what the administration proposes to do about reversing this trend. Provost Blake responded that this may be the result of an intentional investment in teaching faculty or other non-tenured faculty categories. As the presented numbers are across the entire university, he committed to drilling down and reporting back on the data behind the numbers. Associate Provost for Academic Planning and Assessment Cheryl Beil noted that this slide also includes research and special service faculty, which increases the non-tenure-track numbers. She confirmed the need to drill down into the data to confirm this, but noted that this is an all-inclusive group of the non-tenure-track faculty that, in part, reflects an effort to hire research faculty. Professor Wirtz responded that this makes sense for the non-tenure-track faculty numbers but that it doesn't explain the decrease in tenure/tenure-track faculty. Provost Blake committed to report back to the Senate on the deeper data behind this slide.

Professor Wagner noted that the underrepresented minority faculty trend is disappointing and asked what recruiting mechanisms GW intends to employ to counter this. Provost Blake responded that recruitment, mentoring, and retention strategies all play into this. He noted that GW has Diversity Associates, led by Vice Provost for Faculty Affairs Chris Bracey; these are affiliates who sit on search committees and advise on diversity in hiring. Provost Blake noted that faculty often only see themselves in a search process and not necessarily the full breadth of an applicant pool. Another

tool is financial incentives for deans for underrepresented minority hires to help bring strong candidates to fruition. It is also important to make the university's community and culture inclusive so faculty feel at home at GW. He noted that there is no silver bullet in this area, and work needs to be done in all these areas to improve.

Professor Yezer asked whether GW has a cap on tenure-track slots. President LeBlanc responded that he is not aware of any such cap. He suspected that a misunderstanding may exist in this area, noting that, each year, there is a discussion of the specific allocation of tenure-track hires. Decisions in this area work their way into the budget and on to the Board for approval; this represents a plan, though, not a cap. In reviewing slide 14, he noted that the high-water mark to the low-water mark of tenure positions is 27 positions and that the full story behind this number will be better told with a breakdown of schools and where hiring surges and limits have been implemented. He reaffirmed Provost Blake's commitment to bring these details back to the Senate.

RESOLUTION 20/11: To Amend the Bylaws of the Faculty Senate (Sylvia Marotta-Walters, Chair, Faculty Senate Executive Committee)

Professor Marotta-Walters introduced Resolution 20/11 (attached), noting that the FSEC felt, given the unusual length of some recent meetings, it was a prudent action that would be helpful to those with childcare and commuting responsibilities. The resolution provides for a 2pm start and adds guidance for meeting end times; it also adjusts the bylaws on Senate agenda delivery to reflect current practice. The FSEC views this resolution as housekeeping, but, under today's test environment for remote participation, it will be deferred if it can't be handled by unanimous consent.

Professor Sidawy noted that the meetings were going quite long, and FSEC members heard from many that this posed an undue burden impacting childcare and commuting schedules. Limiting the length of the Senate meetings would reduce the loss of attendance when meetings run long.

Professor Wirtz asked whether the resolution puts in place a mandate or a norm. Parliamentarian Charnovitz responded that the purpose of the resolution is to establish a norm of trying to adjourn by 4:30pm. As is the case now, a motion to adjourn and majority vote in support of that motion would still be required to end a meeting.

Professor Wagner expressed her discomfort with the resolution, noting that her commitment as a Senator is to remain at a meeting as long as is needed. She is concerned about restrictions but wholeheartedly supports the idea of concise comments and is sympathetic to those who have transportation and childcare constraints. However, she expressed her concern about codifying any restrictions on the length of Senate discussions and is not ready to support this resolution.

Professor Marotta-Walters noted that the resolution is not attempting to circumvent the debate process, and there are provisions in the resolution for permitting debate to continue. Rather, it would grant all attendees (staff and faculty alike) some parameters around their time up front. She affirmed that any opposition to the resolution as currently written means that the resolution will be postponed to a future meeting.

Professor Ortí asked how firm the 5pm end time is and whether it might be worked around when necessary. Parliamentarian Charnovitz responded that the intent was to try and have Senate meetings

conclude by 4:30pm, recognizing that more time might be required. The 5pm extension would allow attendees to depend upon an end time in order to meet other obligations. Adjournment would still require a majority vote. The intent of the FSEC in drafting this resolution is not to automatically turn the Senate off at a given point but to establish some norms and expectations. Professor Ortí asked whether the majority vote to adjourn is redundant with current practice. Parliamentarian Charnovitz responded that the Senate has a current practice of adjournment by unanimous consent. Parliamentarian Charnovitz reiterated that no action will be taken on this resolution today since unanimous consent is not possible.

Professor Markus asked about quorum loss during a Senate meeting. Parliamentarian Charnovitz noted that there have been instances in the past when the Senate quorum (21) is lost over time, and parliamentary rules would indicate that the meeting should end at that point. However, the Senate's practice has often been to continue discussion in session without a quorum; under these circumstances, no vote may take place. The longer a meeting goes, the higher the risk that a quorum will be lost.

Professor Wilson asked about the possibility of adding an additional Senate meeting that would reconvene a suspended meeting. Parliamentarian Charnovitz responded that, while the FSEC can call additional Senate meetings, the scheduling logistics of doing so are challenging. Professor Marotta-Walters added that she would not want to see additional meetings built in, as the Senate already operates on two-week cycles around the Senate and FSEC meetings, and the breaks in between provide for agenda planning time and committee work. Parliamentarian Charnovitz confirmed that it is always possible to call another Senate meeting if one is warranted.

INTRODUCTION OF RESOLUTIONS

None.

APPROVAL OF THE MINUTES

The minutes of the February 14, 2020, Faculty Senate meeting were approved unanimously without comment.

GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees
 - None
- II. Election of the Faculty Senate Executive Committee Nominating Committee
Professor Marotta-Walters requested and obtained unanimous consent for the substitution of Professor Ernie Englander for Professor Arthur Wilson as the GW School of Business representative to the FSEC Nominating Committee.
- III. Reports of the Standing Committees
 - Appointments, Salary, & Promotion Policies: responses to the strategic planning committee interim reports

- University & Urban Affairs: responses to the strategic planning committee interim reports

IV. [Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair](#)

Professor Marotta-Walters delivered the majority of her remarks earlier in the meeting; the full report is attached.

V. [Provost's Remarks](#)

- Future Enrollment Task Force (FETF)
 - The task force has had six meetings that have resulted, so far, in seven cross-cutting themes that might be candidates for preeminence for GW in five to ten years. As noted earlier, the group is not narrowly focused on reductions and STEM percentages but more widely on the overall composition of students and programs that might best align the University around priority areas.
 - After the joint meeting with the Strategic Planning Committee on High Quality Undergraduate Education, the HQUE also started similar conversations in parallel based on the vast information that they collected through the development of the interim reports.
 - Taking the information seeded by the Future Enrollments, the Provost conducted a 90-minute Deans Retreat where the themes were enhanced and a new one was added.
 - This week, the Provost introduced the theme areas to the Strategic Planning Committee Chairs and Co-Chairs as a part of a conversation around the first draft of a “glossy” version of the final strategic plan. The chairs advised even more interactions with the faculty and perhaps a conversation with the High Impact Research faculty.
 - Next, the Provost’s Office is using the priority themes to develop candidate evaluative scenarios for the transformation of the undergraduate body, as a first step. The priority themes and these scenarios will be shared in faculty groups, understanding that the themes and scenarios are all fungible. Once feedback has been collected, a concrete 5-year enrollment plan can be developed. Plans won’t be actionable until late summer as the Fall 2020 class is already in motion. As mentioned, the Fall 2020 class represents a 100-student reduction in Fall first-year students and about 200 more transfer students.
- Admissions
 - The criteria for the Fall 2020 class is 2250 Fall entering first-year students and 300 total transfer students. This is approximately 100 fewer students than the Fall 2019 target. The re-composition of students would allow for a smoothing of the path to a 20% reduction of undergraduates on the Foggy Bottom campus (an abrupt start would require a much higher enrollment target in the 5th year).
 - The targets for the Fall 2020 models were 2250 first-year and 300 transfer students, maintained diversity, a STEM increase of 2 points (representing 1/5 of the move to 30% STEM), maintained need-

- based financial aid, and (aspirationally) a reduced discount rate for the first-year class by 1%.
- The base applications represent an applicant pool which is more diverse, more STEM, and with a lower overall EFC (i.e., less affluent). The models are extremely promising. Although probabilistic, the bounds suggest an increase in diversity while fulfilling all other targets.
- The Provost has advised Admissions to maintain diversity as a first priority, err on the side of higher enrollment numbers, and lower STEM if required.
- Strategic Plan
 - The Strategic Plan Reports will be completed by the end of the month, and the Provost looks forward to converting those into a strategic plan that incorporates the content, but represents a more externally-worded “glossy” document.
 - In parallel, he has made a first attempt to integrate the goals and vision of all the current interim reports while standardizing the language. The rewritten higher-level goals cross-cut and combine areas of replication within the individual interim reports and across the pillars. The new version creates a vision for each pillar and 3-4 aggregated goals per pillar that are worded more toward targets and aspirations.
 - The Provost reviewed the ideas initially with the President and on Wednesday went through the recrafted goals with most of the strategic plan pillar chairs or co-chairs. After incorporating their initial feedback, he plans to have a conversation with members of the task force. This parallel effort should not be seen as a call for the chairs and co-chairs to stop their work because the final insights and new enhancements within the interim reports are basically the source for the collective final product. This parallel movement will allow for even more time to share the product broadly, early in April.
 - The entirety of the Interim Reports will be incorporated within the final strategic plan with some goals being at the top level, some goals being converted into specific actions (represented in a task section) that support more higher-level/aggregated goals, or others being directly incorporated within the immediate work plan in the Provost’s office.
 - Once the Provost has consulted with members of the taskforce, and with the chairs’ consultation, he will send a one-pager with the higher-level goals and their mappings to the interim report goals to chairs and co-chairs electronically, and then to the full committees for enhancements and comments.
- The Provost thanked Professor Zara for joining the FETF (and noted that he met with the EdPol committee today); FPB is also represented on the FETF by Professor Cordes.
- Professor Wirtz asked the Provost to confirm the number of transfers students expected in the 2020-2021 academic year. President LeBlanc

responded that the university will admit 300 transfer students, noting that the use of the word “new” means new to GW, not new beyond the original transfer target. The President added that the enrollment targets include a decreased number of new first-year students and an increased number of transfer students.

VI. President's Remarks

- Tuesday, March 11 was SJT Day, and the President had the honor of visiting high schools in the District to award full cost of attendance scholarships to DC public school students. He noted that this is one of the best days any president could have, and he extended a personal invitation to have a Senate member join him on this day next year. He added that his last office hour included a meeting with an SJT senior and that President Trachtenberg recently heard from an SJT scholar of twenty years ago; both spoke of how the scholarship has changed the trajectory of their lives.
- The President attended an installation of a new professorship at GWSPH for the Fitzhugh Mullen Professor of Workforce Equity, now held by Polly Pittman. This professorships honors GW's late colleague and friend Fitzhugh Mullen and the far-reaching impact of his work as well as Dr. Pittman's tremendous work. The event was celebratory even as social distancing was practiced throughout.

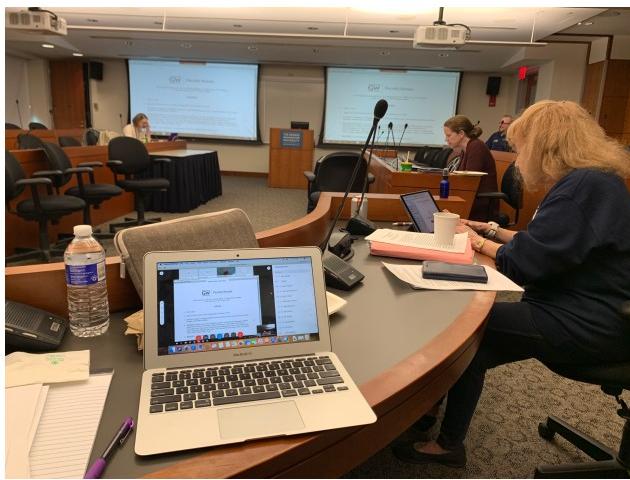
BRIEF STATEMENTS AND QUESTIONS

None.

ADJOURNMENT

The meeting was adjourned at 4:59pm.

Scenes from an unusual Senate meeting:



Report of the Faculty Senate Executive Committee (FSEC)
March 13, 2020
Sylvia A. Marotta-Walters, Chair

Our University is strong and resilient. To quote George Washington, "Perseverance and spirit have done wonders in all ages."

On behalf of the Senate and the Faculty, I want to thank President LeBlanc, Provost Blake, and the University Administration for the vital steps that they have taken to maintain our teaching and research mission during this health crisis. Those faculty who were not already doing online teaching have worked intensively recently to prepare and carry out remote teaching and learning.

As the university develops its strategy and tactics for managing the safety of the university community, so, too, does the Faculty Senate have to design new effective ways of conducting its business. Our governing documents do not factor global pandemics in the policies and procedures they outline. Today's new normal is that the Senate will have a virtual meeting, with Senators participating through WebEx, with any actions taken by unanimous consent. The President, the Provost, the Parliamentarian, and the Chair of the Executive Committee are in person in the State Room, along with Senate staff, while maintaining social distance as recommended by the Centers for Disease Control and Prevention. The Faculty Senate Executive Committee (FSEC) is preparing to conduct meetings virtually during the temporary move of classes to a distance model, and will submit a resolution in accordance with the Faculty Organization Plan for emergency needs. The currently scheduled final Senate meeting on April 3 will not be held in person and so we will need to postpone the eagerly awaited annual photograph of the Senate.

April is also the month during which transition of Senate leadership begins. Because of term limits, we always knew that this year would have an unusually high degree of turnover in leadership. Our elected Executive Committee has a

representative from each School and can make decisions on behalf of the Senate in urgent situations as we did back in October following the Assembly meeting.

One of the improvements in Senate transparency that we have made in the past six months is that we are posting frequent updates on the Senate portal. I want to thank Senate staffers Liz Carlson and Jenna Chaojareon for their around-the-clock efforts to improve the Senate's website and prepare for Senate meetings.

Shared Governance

Strategic Planning. Today's Senate meeting agenda includes the reports of the five Senate Committees on their response to the Strategic Plan Interim Report. These reports will inform the Senate about next steps, and one of those steps may need to be a readjusted timeline for Strategic Planning. In my personal opinion, our focus in the next several weeks should be on the continuity of education and research, and on attenuating the impact of the health crisis on the University and our faculty and students.

Long term planning should not be finalized in the middle of a short-term crisis.

With the university suspending most of its normal operations in order to contain the spread of the virus, it seems prudent, once those emergency plans are finalized, to recommence administration's conversations with the Senate about continuing to draft the elements of a strategic plan in the face of these disruptions to data gathering and community participation. Since the current strategic plan ends in 2021, there is sufficient time to postpone the ongoing planning until Fall 2020, perhaps at the October Board of Trustees' meeting. The Faculty Senate Executive Committee stands ready to have those conversations with the Administration and the Board about a more prudent timetable for strategic planning.

Special Assembly. The Special Assembly that I called for February 25 provided a good opportunity for faculty to communicate their concerns to the Administration. There were 213 participants engaging with the Five Committees of the Senate on the various elements of the October petition at the Regular Assembly. Faculty members were able to comment and question the administration and the faculty committee chairs on their reports. At the end of the meeting, the Assembly voted unanimously to approve the resolutions on 20/30 and Strategic planning that had been passed over the previous four months in the Senate and the Executive Committee.

Provost Blake presented an update on the status of a task force he formed to address the mechanization of the recommendations of the 20/30 part of the Strategic Plan. The task force includes faculty, administrators, and students, and will be making recommendations, though these too will be delayed given the move of the university towards distance learning during the pandemic.

Faculty Role on Strategic Initiative on Culture. Discussions continue about the Strategic Initiative on Culture at the university following both assemblies that have been held this academic year. The Senate heard a presentation on the initiative during its October meeting and was receptive to its focus. The Culture Leadership Team, comprising faculty, staff, and administrators, is recommending continuing reports to the Senate as the initiative continues. These will be scheduled once the university resumes normal operations.

And here is one piece of good news: There are no grievances at the university.

Calendar

The next meeting of the Faculty Senate Executive Committee will be on March 27, 2020. As is our custom, all agenda items for the FSEC should be submitted one week prior to the scheduled meeting.

Joint Letter to GW Faculty from Chair Speights and President LeBlanc

March 4, 2020

Dear Members of the GW Faculty:

Following months of planning and debate, we thought it important to share some reflections on the strategic planning process and our renewed commitments to you and the George Washington University community. We have listened and heard your concerns, and together, we commit to meaningful communication and consultation with the faculty before making important academic decisions of shared governance.

We are grateful to the more than sixty faculty members who have served on strategic planning committees and the Strategic Planning Task Force and to those who have attended town hall, Faculty Assembly, and Faculty Senate meetings throughout the year. In these forums, in many other conversations, as well as through written feedback, the faculty has demonstrated its commitment to excellence and dedication to GW and its future.

Working with the Faculty Senate, we previously revised the timeline for the strategic planning process in response to concerns that the pace of planning was too rapid. We also heard concerns about the sufficiency of the information and data shared by the administration.

Specifically, we recognize that there are concerns about how the aspirational 20/30 enrollment targets were determined. The reduction in the size of the incoming classes on the Foggy Bottom campus is intended to strengthen the quality of the undergraduate educational experience, improve student life, and respond proactively to forecasted declines in the traditional college-age population. At a time when national enrollments are declining and GW enrollment is legally capped at the Foggy Bottom campus, this reduction will provide flexibility and sustainability for the operating model. The increased focus on STEM is intended to complement our historic strengths, increase intellectual diversity in accordance with our aspirational statement, and prepare students for increasingly technological working environments.

To help address these concerns going forward, Provost Blake has convened a Future Enrollment Task Force, which includes representatives from the Faculty Senate, academic leadership, and students, to explore options for implementation of the 20/30 targets in more detail. This group will share data and recommendations regularly through the Provost's report to the Faculty Senate beginning March 13. Once implementation plans are finalized in consultation with the faculty, we commit to evaluating progress on these goals with the Faculty Senate annually to determine whether we are meeting the expectations of the 20/30 targets.

As the university works toward its aspirational goals, we commit to providing more data associated with key metrics (such as diversity, meeting financial needs of students, and maintaining high quality enrollment standards), as well as associated financial implications. The Board supports the administration's commitment to annually report and review those metrics and data with the primary constituent groups of the university community, including the Faculty Senate and its committees. If the circumstances do not support the current strategy, the administration and the Board of Trustees will adapt the plan and targets as appropriate.

To reiterate, we heard you and we commit to:

1. improving communication and meaningful consultation with the faculty when making academic decisions of shared governance;
2. sharing relevant data and analytics with the Faculty Senate before critical academic decisions are finalized;
3. evaluating annually progress on enrollment goals with the Faculty Senate;
4. providing relevant data on key metrics including diversity, financial aid, and resource allotment.

These commitments reflect our belief that our faculty is indispensable -- integral not only to our mission of teaching and research but also to the vigorous discussions that will guide our future. We hope that these renewed commitments, the continued work to finalize a strategic plan and the associated implementation plans that will follow, will allow the Board, the administration, the faculty, staff, students, and the entire GW community to work together toward a shared vision of preeminence.

Sincerely,

Grace Speights
Chair, Board of Trustees

Thomas LeBlanc
President

ASPP Committee response to High-Impact Research



Areas of agreement:

1. Well-thought out
2. Comprehensive
3. Applaud objectives and goals
4. Important recommendations related to developing an appropriate infrastructure for high impact research

1

ASPP Committee response to High-Impact Research



Areas of concern:

1. Recommendation for **inclusive processes and language** missing:
 - In addition to junior faculty members, focus on senior faculty members
 - Encourage and support senior faculty to engage in HIR
2. Need **clear definition** of HIR
3. Need **metrics to measure** HIR
 - Ensure recognition of **wide range** of research
 - Include the **scholarship of teaching and learning**.
4. Investment in research infrastructure needs to be **balanced**
 - Needs of hard sciences *and* social sciences/humanities.
5. No mention of **GW libraries**
 - Libraries a cornerstone for high impact research

2

ASPP Committee response to World Class Faculty



Areas of Agreement:

1. Goal 1 (Faculty Excellence and Diversity) important
 - Existing breadth of diversity: e.g. demographic to perspectives to disciplines
 - Must clearly outline the types of diversity it would seek and retain
2. Under **B. Develop a University-wide High-Impact Hiring Plan focused on diversity:**
 - We agree with the need to "*Provide a framework for building out our aims as part of focused recruitment efforts, in order to ensure that all recruitments include an approved diversity plan, contain clearly established evaluation criteria...*"

3

ASPP Committee response to World Class Faculty



Areas of concern:

1. Report focuses on tenure track and junior faculty members
 - Should have equal efforts to engage with **all faculty** whose appointments include research expectations
 - Including senior and tenured faculty members
2. Under **Metrics:**
 - Other metrics need to be included: e.g., invited lectureships, plenary talks
 - **All existing faculty** should be included in baseline data

4

ASPP Committee response to Distinguished and Distinctive Graduate Education



Areas of Agreement:

1. Agree with description of [Current State, Principles, and Proposed Goals & Initiatives](#)
2. GW must widely advertise selection criteria for Distinguished Doctoral Program designation
3. Proposed [Metrics](#) are doable in the listed timeframes

5

ASPP Committee response to Distinguished and Distinctive Graduate Education



Areas of Concern:

1. Since last summer, major concern has been that if we would have 10 preeminent graduate programs, what would happen to the remaining graduate programs that are currently thriving at GW—will they wither and die?
 - Addressed only somewhat in the report
 - Need assurances that other programs are not in immediate danger of being closed off
2. Important to make adequate investments in graduate education
 - Related to High Impact Research
3. Graduate Education Quality Criteria should come from faculty
 - Not from a strategic planning committee

6

ASPP Committee response to High-Quality Undergraduate Education



Least persuasive of the four Interim Reports. Areas of concern:

1. Under **Current State**: "...Science and Engineering Hall has helped to attract and retain STEM undergraduates, *who are now academically on par with non-STEM students*"
 - Why would STEM majors not be at par with non-STEM majors?
2. Idealism in **Principles**:
 - Don't agree that every undergrad should engage with "people and institutions in the DC area" (but hopeful that it does happen)
3. Idea of first year experience under Goal 2 already tried and abandoned at GW:
 - How can first year schedules be rearranged so "these programs are more supportive and increase retention"?
4. (Im)practicality of Goal 3: "academic credit from **experiential learning opportunities**"?
 - Sounds like what comes from many **for-profit institutions**

Faculty Senate Committee on Appointments, Salaries and Promotion Policies (ASPP)

Committee responses to

GW Strategic Planning Committee Interim Report Distinguished and Distinctive Graduate Education

At the outset, the major concern has been that if we would have 10 preeminent graduate programs, **what would happen to the remaining graduate programs that are thriving at GW—will they wither and die?** Though this issue has been addressed in this report, it would be good if this can be brought to fore early in the report. We agree with the description of the **Current State, Principles, and Proposed Goals & Initiatives.** It is important to advertise widely the selection criteria for Distinguished Doctoral Program designation. We believe the proposed **Metrics** are doable in the listed timeframes.

As with High Impact Research, **it is important to make adequate investments in graduate education.** In the past, the focus has been on making demands for improvement in graduate education quality without adequate investments required to achieve that goal. **Vice Provost for Graduate Studies may add more bureaucracy** without actual improvements in graduate education.

The Graduate Education Quality Criteria should come from the faculty - voted on either by the Faculty Senate or by the Faculty Assembly. They should not be coming from a strategic planning committee.

Faculty Senate Committee on Appointments, Salaries and Promotion Policies (ASPP)

Committee responses to

GW Strategic Planning Committee Interim Report High-Impact Research

Overview:

1. The Report makes several important recommendations related to developing an appropriate infrastructure for high impact research. However, for most part, it doesn't recommend inclusive processes and language. **In addition to the junior faculty members, focus should also be placed on senior faculty members to encourage them and to support them in engaging with high quality research.** The proposed process of identifying high impact faculty (by working with Deans and Chairs) isn't inclusive enough. It is likely to lead to some hand-picked faculty members- alienating many more. There should be a process in place for faculty members to self-identify.
2. The process of identifying senior leadership for the Research Centers etc. should be re-evaluated to make it more **inclusive** (see above).
3. Both High Impact Research and World Class Faculty Reports propose establishing new centers focused on developing HI research and world class faculty. **The goals, purpose, roles and responsibilities for these centers should be clarified.** Questions such as, "Would these centers add to the existing bureaucracy", "how these would serve diverse interests of diverse faculty members" and "how these would adopt inclusive language, practices and processes" should be carefully considered in consultation with GW community.
4. We need a clear definition of HIR and metrics to measure it ensuring recognition of the wide range of research currently being undertaken by faculty including the scholarship of teaching and learning.
5. Investment in research infrastructure needs to be balanced, considering the needs of both hard sciences as well as the social sciences and humanities.

6. The Report makes the point that “The research aspirations of the university need to be scaled to the resources that are available to implement the recommendations of the report.” **This is a critical point that is worth emphasizing.** In the past, we have seen research standards raised without adequate increase in funding and infrastructure. HIR cannot be achieved without the necessary infrastructure and funding to support it.
7. Interdisciplinary research has been promoted at GW for many years, without sufficient incentives in place to motivate and reward it. This needs to be addressed as GW continues to focus on interdisciplinary research.
8. The interim report currently makes no mention of the GW libraries, yet the libraries are—or should be—a cornerstone for high impact research. The report needs to add a discussion of the current inadequate funding the libraries receive and recommend new attention and expanded library funding as a high priority. This addition to the report could receive its own separate attention, or be embedded in existing discussions of the research “ecosystem” of GW.

We believe that this is a well thought out, comprehensive report and we applaud the objectives and goals contained in this report. We agree with “Providing that the research ecosystem issues are satisfactorily addressed, the university can advance on the path to preeminence as a comprehensive research institution.” We agree with the **SWOT Analysis**, in particular with **HIR Internal Weaknesses: Research ecosystem**. Under **Principles**, we agree that **GW’s unique identity should be clearly defined and leveraged across all disciplines**. All the **Proposed Goals, Initiatives and Metrics** are laudable and doable. Please take note of the comments in the above Overview.

Faculty Senate Committee on Appointments, Salaries and Promotion Policies (ASPP)

Committee responses to

GW Strategic Planning Committee Interim Report **High-Quality Undergraduate Education**

Overview: Of the four GW Strategic Planning Committee Interim Reports, we found this report on **High-Quality Undergraduate Education** to be the least persuasive.

Under **Current State**, we are not sure what is meant by the following: "The building of the Science and Engineering Hall has helped to attract and retain STEM undergraduates, who are now academically on par with non-STEM students."

Question: Why would our STEM majors not be at par with non-STEM majors? The Report ought to be more precise. Is there data out there which show that up until recently, undergrad STEM majors at GW had entered college with lower average test scores or high school GPAs than the rest of the undergrad population? More data need to be provided to back such an assertion.

The **Principles**, perhaps contain some sort of an idealism. We don't agree with the report that every undergrad at GW should engage with "people and institutions in the DC area," though we hope that it does happen. The main impulse behind this section seems to be to defend the ancient university mission of aiming for Truth, as opposed to providing mere training for economic competencies; one does not need to only want to train people how to be workforce ready.

Under **Proposed Goals & Initiatives**, the ideas under **Goal 1** are impractical and unsustainable: Neither "pop-up courses" nor "discovery tracks" are going to happen at GW unless people decide to change a lot of things. Eliminating all general education requirements (except possibly the University Writing one) envisions a freer, more wide-open landscape where "pop-up" courses might readily find a home; and in that requirement-free space, having "discovery tracks" available would indeed provide useful guidance for many students as well as faculty. However, it would be a pie-in-the-sky without a massive buy-in from the faculty.

The idea of first year experience under **Goal 2** has already been tried and abandoned at GW. **How can the first year schedules be rearranged so that “these programs are more supportive and increase retention”?** As for Goal 2's envisioning a University-wide first-year experience, we had a college wide first year experience (in CCAS) in the form of Freshman Advising Workshops that involved faculty advising a group of 20 or so

freshman. That program achieved a tremendous amount for at least the first three or four years. But it was underfunded, and not enough faculty were willing to participate. Thus it didn't take too long before it became a grim machine and after six or seven years, its benefits no longer outweighed the forces dragging against it. We also have had many years when all freshmen read a specified book—that also got abandoned after a few years.

Under **Goal 3**, is it practical to provide “academic credit from experiential learning opportunities”—that sounds like what comes from many for-profit institutions.

Under **Goals 5 & 6**, we are not convinced that the University Teaching and Learning Center needs to be front-and-center in our lives as we teach our courses, nor do we think that students have to encounter courses that blend STEM topics with "social historical, and cultural competencies."

Under **Goal 6**, item B, we see the possibility of a new Honors Program for STEM students. But, we already have an Honors Program which can include STEM stuff as appropriate. There is no need to create a second elite and possibly ineffectual system.

Under **Goal 7**, we are unaware that GW has a goal of “covering 100% of financial need for admitted students”. This goal is a laudable ideal but that's a serious fundraising problem.

Faculty Senate Committee on Appointments, Salaries and Promotion Policies (ASPP)

Committee responses to

GW Strategic Planning Committee Interim Report World-Class Faculty

Overview

1. Goal 1 relating to Faculty Excellence and Diversity is an important one. Given the breadth of diversity from demographic to perspectives and disciplines, it would be crucial for GW to **clearly outline what type of diversity it would seek and retain**. Given the emphasis of interdisciplinary research, **would disciplinary diversity be something that GW ought to emphasize? How about racial, ethnic and gender diversity?** We also need to better define the types of diversity that need to be targeted as this has implications for the strategies used to increase diversity.
2. This Report recommends the establishment of a Center for Faculty Excellence. The HIR report is recommending the establishment of an Academic Research Leadership Team. **There must be a way to combine leadership teams across initiatives to reduce bureaucracy and the additional demands on the time of more productive faculty?** It is often the case that our “World Class” faculty are the ones that are asked to lead such centers and committees, leading to reduced ability to perform the tasks that have made them World Class. **We encourage the committee to build upon the existing infrastructure (e.g. University Teaching and Learning Center) versus adding another siloed Center?**
3. The Report states that the 2019 Colonial Survey indicates faculty dissatisfaction with the intellectual life at GW. However, the report doesn't clearly outline **how it would establish intellectual life for diverse faculty members. This is critical for developing world class faculty (along with those engaged in high impact research).**
4. The Report focuses on tenure track and junior faculty members. In the interest of diversity (see above), there should be equal efforts to engage with all faculty whose appointments include research expectations, including senior and tenured faculty members, as well as full-time contract faculty whose contracts include research. **It is**

important for GW to adopt inclusive language/ practices that engage all types of faculty in a variety of initiatives outlined in the report.

Both High Impact Research and World Class Faculty Reports propose establishing new centers focused on developing HI research and world class faculty. **The goals, purpose, roles and responsibilities for these centers should be clarified.** Questions such as, "Would these centers add to the existing bureaucracy", "how these would serve diverse interests of diverse faculty members" and "how these would adopt inclusive language, practices and processes" should be carefully considered in consultation with GW community.

Specific Comments

Under [Current State](#), we agree with the Report that "2019 Colonial Group Faculty Survey is not a highly sophisticated survey instrument, and its questions could be more refined and nuanced." Under SWOT, we agree that "the principal threat is that other universities will figure out how to more rapidly build up faculty capacity and attract resources that might otherwise come to GW."

Under [World-Class Faculty Principles, item 2](#), we suggest the addition of "identify and" so as to read "Clearly identify and communicate pathways to excellence and infuse..."

Under [B. Develop a University-wide High-Impact Hiring Plan focused on diversity](#), we agree with the need to "Provide a framework for building out our aims as part of focused recruitment efforts, in order to ensure that all recruitments include an approved diversity plan, contain clearly established evaluation criteria..." Further, we believe it is very important that "...new faculty are announced and welcomed across campus, relevant centers, institutes, and programs are notified, and that, where relevant, they are integrated into a mentoring plan..."

Under [C. Recognize and Celebrate Our GW Faculty](#), is it practical to build "a University-wide, cross-disciplinary research portal that documents proposed, current, and past faculty research to promote collaborations that is accessible and user-friendly"? We believe that there are other ways to reward GW faculty and these should be explored.

Under [D. Mentor Program](#), while this is laudable, its impact may be marginal.

Under [Recommendations for the Distinguished Faculty Goal](#), there have to be other better ideas. The shared database in the first bullet would not do much.

Under [Metrics](#), we believe that there are other metrics that need to be included, e.g., invited lectureships, and plenary talks. Also, why only the new faculty hires are included in the second bullet. All existing faculty should be included in any baseline data.

Faculty Committee on University Urban Affairs (UUA)

Response to Interim Strategic Plans

Feb 2020

On Jan 24, 2020, Sylvia Marotta, Chair of the Executive Committee, shared Interim Strategic Plans via email. She suggested that all chairs of the Senate sub-committees place discussion of these reports on their next meeting agenda. In addition, she asked the committee members to discuss any relevant reports, or portions thereof, as those reports may fall under the purview of your committees. The email suggested, *"It's probably a good idea to discuss what is *not* in the reports that your committee thinks should be, as well as what is in them. Each section of the reports should be discussed, including the metrics and available resources in addition to any recommendations."*

The UUA Committee met on **Feb 10, 2020**. The meeting agenda included a discussion of each one of these reports. Below is a synthesis of the feedback that UUA members shared with UUA Chair.

Distinguished and Distinctive Graduate Education

1. The report speaks to the importance of providing adequate funding to programs and to improving our marketing capabilities, with which we agree. In line with this assertion, some members have expressed concern with evaluating programs based on the number of applicants who apply and the selectivity of the program, as one criterion, when many programs within the universities neither have adequate funding nor market-research that support and advertise our programs. For example, one member noticed that within GSEHD, some degrees are marketed by GSEHD and others are marketed by an external company. It appears that the return on investment is significantly greater from the programs that are marketed by an external partner. Frequent turnover in marketing and admissions positions at GSEHD may have contributed to lack of a consistent marketing plan and vision for many on-ground (as opposed to online) programs over a series of years, resulting in a lack of return from those efforts. Instead, faculty have stepped forward to focus their time on developing partnerships with local districts and on developing marketing materials to share with local potential districts partners. Overall, the criteria for evaluating high quality graduate programs makes sense, however, it also causes major concern as many programs feel that the school and university support in this area has been lacking.
2. Many graduate programs focus on preparing graduates to assume positions outside of academia. One member noted that the report will compare positions of alumni in a variety of fields, but they are concerned about the weight that various positions alumni hold will be given as programs are compared. A program can be very successful in producing graduates who become leaders of large organizations in a variety of fields, however, it is important to consider a variety of criteria (above and beyond their earning, which is historically very low for those who pursue careers in education), such as social impact and social contributions, in comparing alumni across schools and disciplines.

High Quality Undergraduate Education

1. **Endorse the Undergrad Experience Plan:** We strongly endorse in particular, the plan's Goal 3 and the idea that: Internships, service-learning, and study abroad are central to what GW students do but must be more thoughtfully and deliberately integrated into their educational experience. We would add that linking faculty research and teaching, and being deliberate about supporting learning outcomes for real world learning experiences, will increase their effectiveness. No experience is valuable unless reflection on the experience in the context of academic, civic, or professional outcomes is a part of the experience.

World Class Faculty

1. Goal 1 relating to Faculty Excellence and Diversity is an important one. Having said that (and given the breadth of diversity from demographic to perspectives and disciplines), it would be crucial for GW to **clearly outline what type of diversity would it seek and retain**. Given the emphasis of interdisciplinary research, **would disciplinary diversity be something that GW emphasize? What about racial, ethnic and gender diversity?**
2. Reports states that the 2019 Colonial Survey indicates faculty dissatisfaction with the intellectual life at GW. However, the report doesn't clearly outline **how it would establish intellectual life for diverse faculty members**. This is critical for developing world class faculty (along with those engaged in high impact research).
3. The report focuses on tenure track and junior faculty members. In the interest of diversity (see above), there should be equal efforts to engage with senior and tenured faculty members. **It is important for GW to adopt inclusive language/ practices that engage all types of faculty in a variety of initiatives outlined in the report.**

High Impact Research:

1. The report makes several important recommendations related to develop an appropriate infrastructure for high impact research. However, for most part, it doesn't recommend inclusive processes and language. In addition to the junior faculty members, focus should also be placed on senior faculty members to encourage them and to support them in engaging with high quality research. The proposed process of identifying high impact faculty (by working with Deans and Chairs) isn't inclusive enough. It is likely to lead to some hand-picked faculty members-alienating many more. There should be a process in place for faculty members to self-identify themselves.
2. The process of identifying senior leadership for the Research Center (etc.) should be re-evaluated to make it more **inclusive** (see above).

Overall

1. The strategic plan should consider the relationship among the four goals and ensure that each supports the others.
2. Both HI Research and World Class Faculty propose establishing new centers focused on developing HI research and world class faculty. The goals, purpose, roles and

responsibilities for these centers should be clarified. Questions such as, "how these centers won't add to the existing bureaucracy", 'how these would serve diverse interests of diverse faculty members' and 'how these would adopt inclusive language, practices and processes" should be carefully considered in consultation with GW community.

In 2019-2020, University Urban Affairs (UUA) is charged with the following Committee Mission:

The Committee on University and Urban Affairs helps foster continued good citizenship between The George Washington University and the greater Washington, DC metropolitan area. The University and Urban Affairs Committee serves as an ongoing catalyst for maximum efficiency in this area and prevents the duplication of effort between GW and the community itself. By affirmatively tracking GW's already allocated resources and initiatives, the University and Urban Affairs Committee "paints the big picture" of GW's community relationship and subsequently provides the University with a valuable source of advice on continuous improvement and possible future endeavors.

One of the UUA goals included:

1. Explore ways for the university community to address the rising problem of income inequity and its effects on low income housing and homelessness in DC.

In lines with the goal above, the UUA members would like to highlight the role GW culture and faculty plays in engaging with the local DC community in a meaningful way. From this perspective, we make the following points:

- 2. Carnegie Community Engagement designation:** An increasing number of universities are focused on becoming engines of social change and/or developing leaders who are civically engaged. In addition, given GW's emphasis on community engagement and our recent recognition from the Carnegie Foundation for the Advancement of Teaching as a Community Engaged Institution, the Strategic Plans must also delve into strengthening GW's commitment to community engagement. We would like to emphasize that this highly competitive and prestigious designation was awarded, not primarily because GW students engage in direct community service, but because GW as a higher education institution, has embedded community engagement in its identity, practices, policies, and culture. The designation recognizes faculty scholarship and institutional culture of community engagement and research. Faculty exemplars of community engaged research and teaching cited in the materials used to win the designation come from **every** school at GW. Any strategic initiative (moving forward) must commit to strengthening this culture.
- 3. GW's unique context at an international and national crossroads:** The plan, in each category, should consider the context in which GW operates at an international and national crossroads. While we are currently updating our branding and identity, this from [our 2012 standards](#), describes GW well: "Our faculty members are scholars and leading practitioners who bring unique expertise into the classroom, providing students with learning experiences that are rigorous, real time, and real world. Our students believe that one person can make a difference, and the George Washington University encourages them to use their education to make their mark on the world. Whether working through local community initiatives or developing global policies, they are committed to service."

Similarly: “Our location isn’t just where we are, it’s a big part of who we are. Our namesake envisioned a university in the nation’s capital that would prepare citizen leaders brought together from all over the world. . . . Taking full advantage of our setting in a global nerve center, a GW education integrates intellectual discovery, interactive learning, and unparalleled access to opportunities in every sector of society. In a city shaping the future, George Washington is a university where faculty and students not only study the world but also work to change it.” These concepts can and should be updated to reflect our greater embrace of the changes that advances in technology bring. They can be reformulated to reflect the fundamental realignment of the way in which work is done and decisions are made based on AI and other data and technology advancements, including Amazon’s HQ2. At the same time it is important to acknowledge that HQ2 is here because of the preponderance of national and international political and governmental entities in the region.

4. **Faculty innovation:** Our faculty policies should reflect the research and teaching that is done within the context of persistent inequalities (as found in DC, for example). The products of scholarship may be publicly consumable policy documents, just as they may be a medical breakthrough. At the crossroads of national policymaking, GW has the opportunity and responsibility to recognize that the academic work of our faculty and students are the engines not only of scholarly debate and production, but have the potential to effect politics, policy, and the quality of life in DC and the world. Moreover, GW has the opportunity to become a leader in attracting and supporting a thriving community of scholars from diverse and heretofore un- or under-represented communities. Our world class faculty and thriving graduate students should embrace innovative forms and organization of scholarship. What if GW recruited several multidisciplinary cohorts of faculty to address the next series of wicked problems – and encouraged them to teach and work in partnership with real world partners to test theory and refine scholarship? Is that not one pathway to pre-eminence?

We submit these comments with the objective of strengthening GW’s core culture, its reputation as a world class comprehensive university, the reputation of its diverse programs, and elevating student and faculty experience.

We thank you for giving us the opportunity to submit our response. Please let me know if you have any questions.



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

Annual Report on Core Indicators

Presentation to the Faculty Senate
M. Brian Blake
Provost and EVP for Academic Affairs
March 13, 2020

Data as of Jan 30, 2020

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1



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

Students

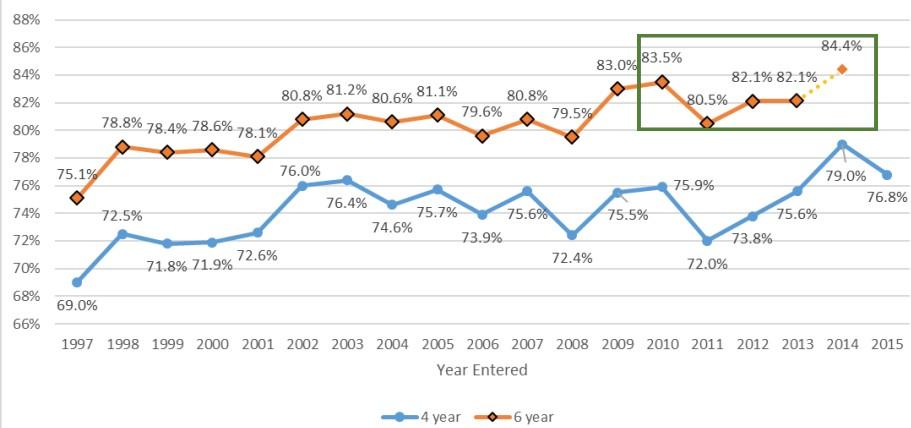
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Four- and Six-Year Graduation Rates and Projection*

1997-2015 Cohorts



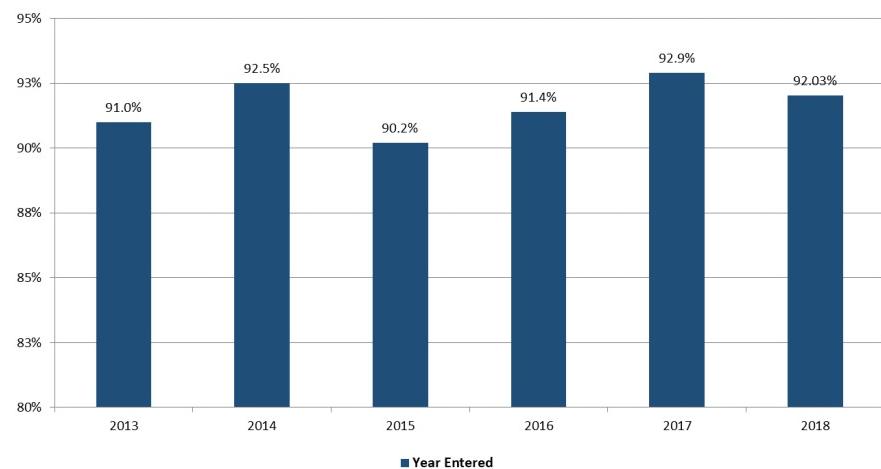
* Six-year graduation rate for cohort 2014 is projected.

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First Year Retention Rate

2013-2018 Cohort

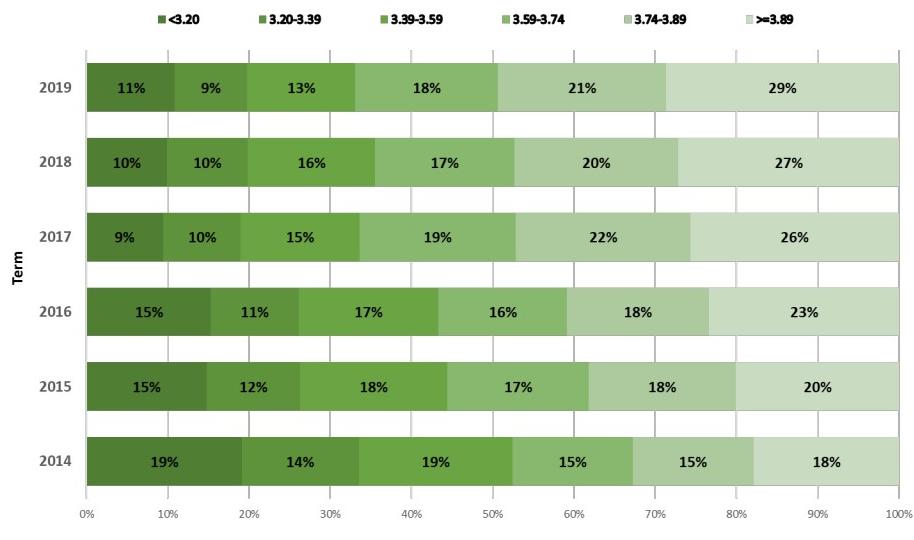


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Distribution of High School GPA for Enrolled Students

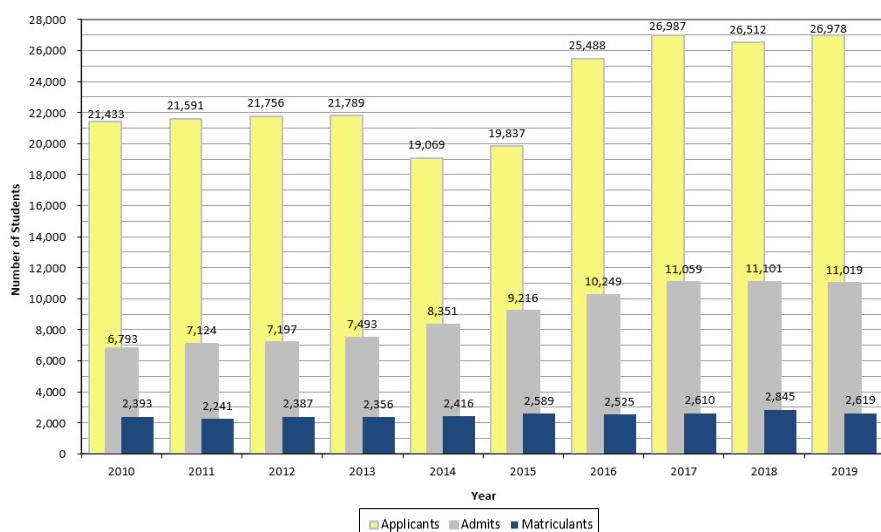


Source: Enrollment and Student Success

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Numbers of First Year Applicants, Admits, and Matriculants

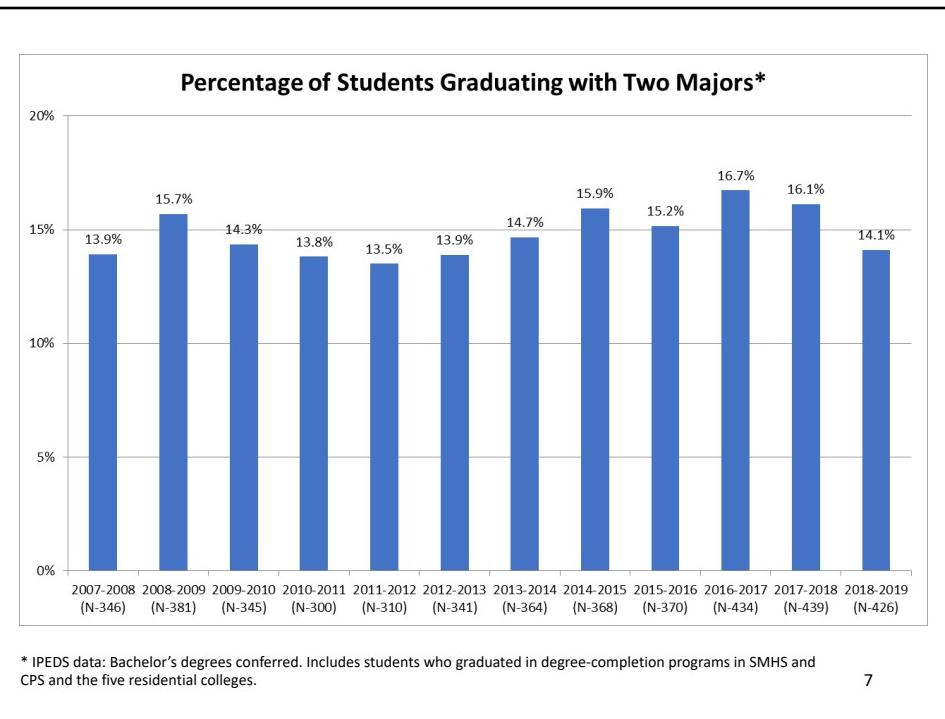


Source: Fall Census Data

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Number of Undergraduate Students In Five Residential Colleges with Majors or Minors in More than One School

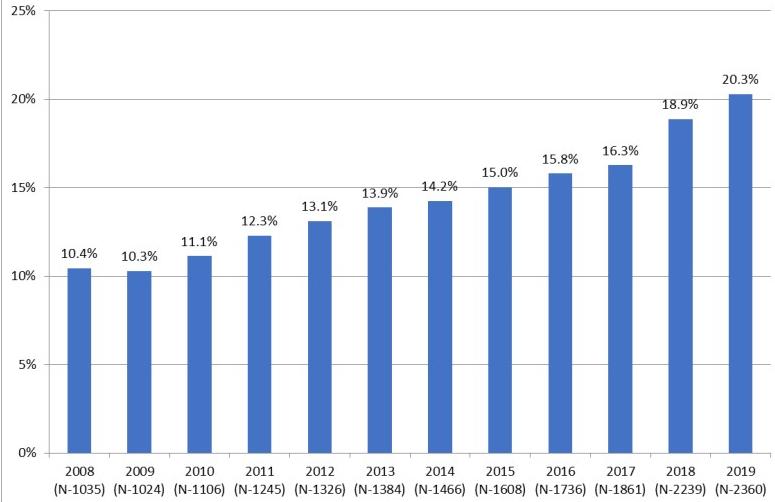
Year		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
2 Majors Across Schools	Count	221	191	219	223	238	305	309	369	386	398	399
	Percent	2.3%	2.0%	2.2%	2.3%	2.5%	3.1%	3.1%	3.6%	3.7%	3.7%	3.8%
1 Major and 1+ Minor across Schools	Count	412	406	457	568	663	679	791	964	1,223	1,199	1,276
	Percent	4.3%	4.2%	4.7%	5.8%	7.0%	7.0%	7.9%	9.4%	11.6%	11.1%	12.0%
Total Number of Majors and Minors Across Schools	Count	633	599	676	791	901	984	1,100	1,333	1,609	1,597	1,675
	Percent	6.5%	6.2%	6.9%	8.1%	9.5%	10.1%	10.9%	13.0%	15.3%	14.8%	15.7%
Total Enrollment		9,692	9,616	9,740	9,711	9,509	9,763	10,075	10,254	10,514	10,797	10,638

* Fall census data.

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8

Number and Percentage of All Bachelor's Degree Students* Majoring in a STEM Field

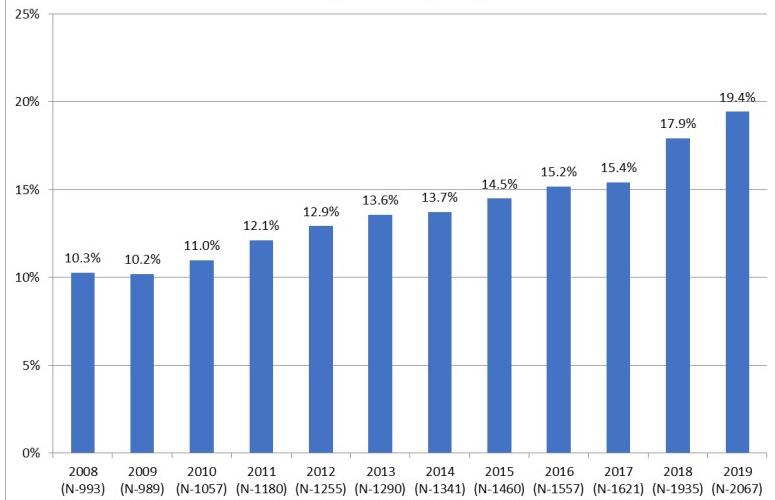


* Fall census data. Includes students enrolled in degree-completion programs in SMHS and CPS and the five residential colleges.

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9

Number and Percentage of Bachelor's Degree Students in Residential Colleges* Majoring in a STEM Field



* Fall census data.

10

10

Fall 2019 Foggy Bottom Full-Time Equivalent

	Census Fall 2014	Census Fall 2015	Census Fall 2016	Census Fall 2017	Census Fall 2018	Census Fall 2019
Foggy Bottom/Mount Vernon FTE	17,191	17,667	17,739	17,698	17,576	17,671
Minus						
Study Abroad	398	413	296	425	393	478
Mount Vernon Residents	684	689	674	679.2	673	612
All Courses Mount Vernon	98	115	102	93.7	56	63
Foggy Bottom Faculty & Staff	190	153	141	127.8	124	115
School Without Walls Students	22	24	31	29	29	28
Foggy Bottom FTE	15,799	16,273	16,495	16,343	16,302	16375
Maximum FTE BZA Order	16,553	16,553	16,553	16,553	16,553	16,553
Utilization	95.4%	98.3%	99.6%	98.7%	98.48%	98.92%

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11

Faculty

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12

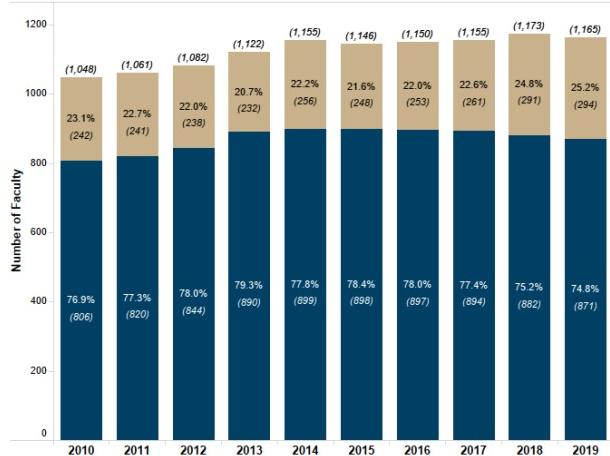
Number and Percentage of Regular Active Status Faculty By Tenure Status



Tenured/Tenure Track Status as of Census

Tenure display: **Tenured/Tenure Track Combined**

School: All | Gender: All | Race: All
Faculty Type: Regular | Rank: Assistant Professor, Associate Professor, Instructor and 4 more |
 Department: All
 Appointments (all is both primary and secondary): Primary appointments



Select a tenure display:

Tenured/Tenure Track Combined

Narrow results with filters:

School: (All)

Gender: (All)

Race/Ethnicity: (All)

Faculty Type: Regular

Rank: (All)

Department: (All)

Include secondary appointments?
 (Recommended if filtering by school or department; individuals with secondary appointments will be counted twice)

Primary appointments

Legend:
 Non Tenure Track
 Tenured/Tenure Track



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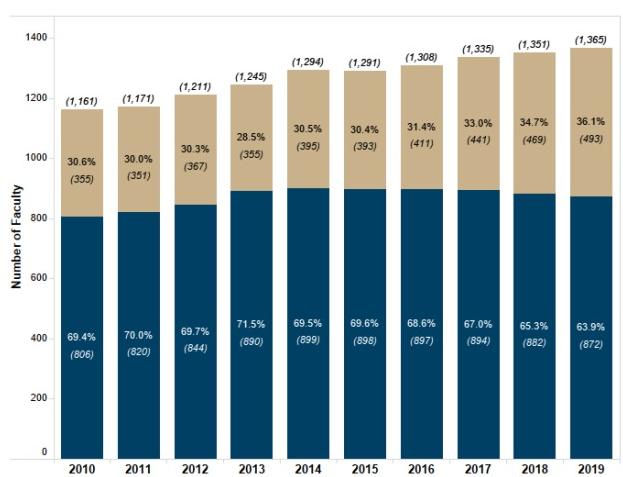
Number and Percentage of Regular, Research, and Special Service Faculty By Tenure Status



Tenured/Tenure Track Status as of Census

Tenure display: **Tenured/Tenure Track Combined**

School: All | Gender: All | Race: All
Faculty Type: Regular, Research, Special Service | Rank: Assistant Professor, Associate Professor, Instructor and 4 more | Department: All
 Appointments (all is both primary and secondary): Primary appointments



Select a tenure display:

Tenured/Tenure Track Combined

Narrow results with filters:

School: (All)

Gender: (All)

Race/Ethnicity: (All)

Faculty Type: (Multiple values)

Rank: (All)

Department: (All)

Include secondary appointments?
 (Recommended if filtering by school or department; individuals with secondary appointments will be counted twice)

Primary appointments

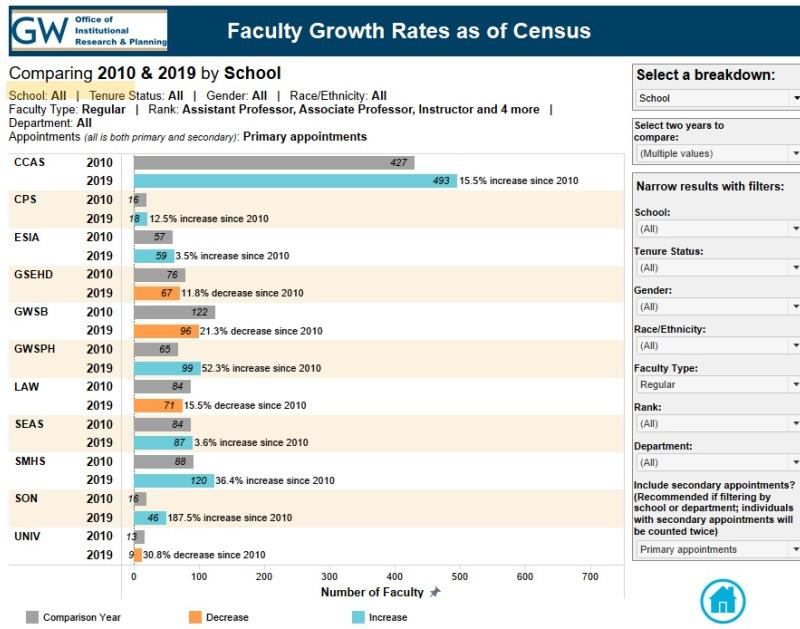
Legend:
 Non Tenure Track
 Tenured/Tenure Track



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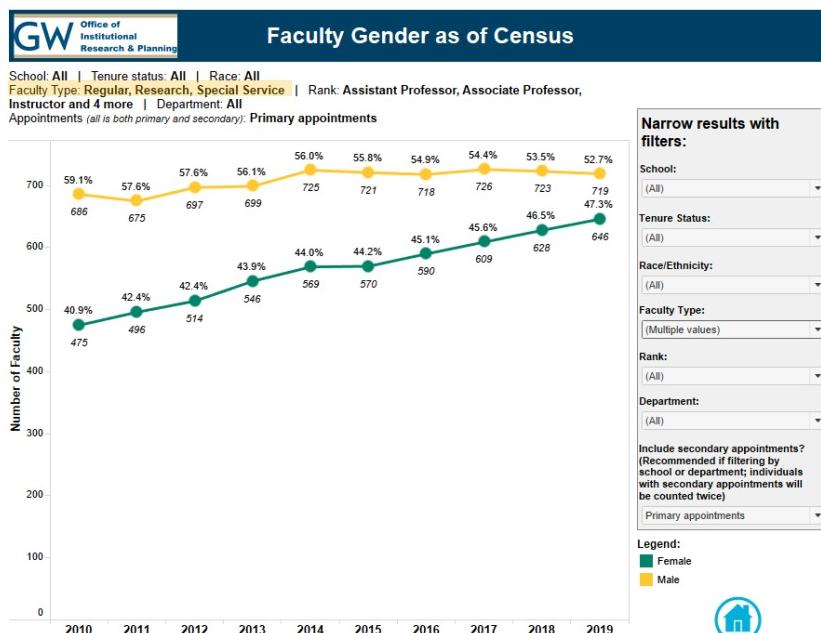
Growth in Number of Tenured and Tenure-Track Faculty



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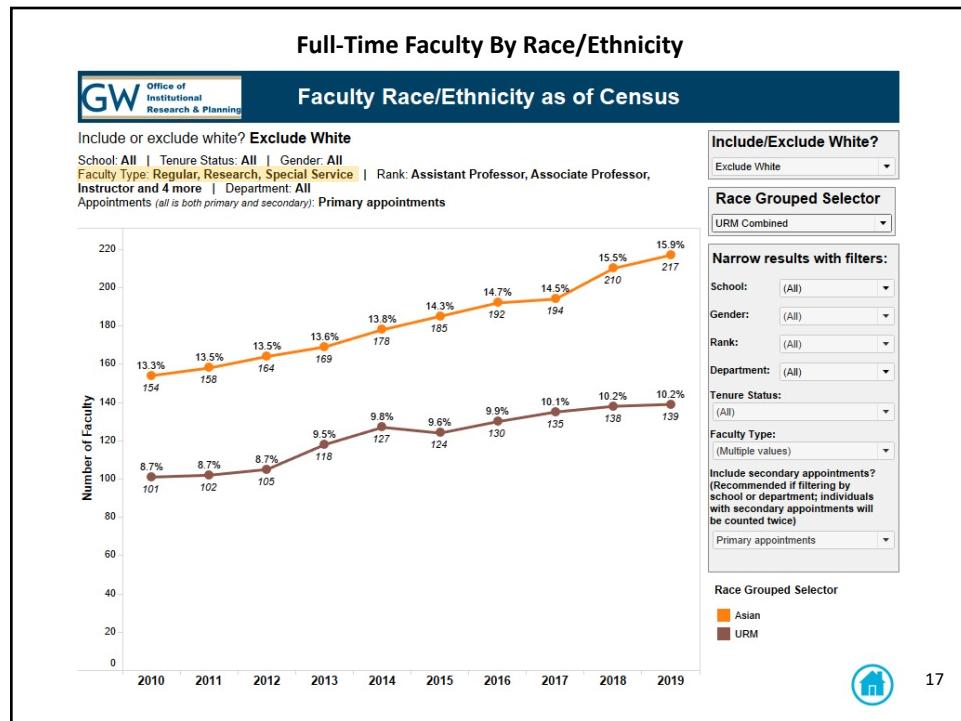
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Full-Time Faculty By Gender

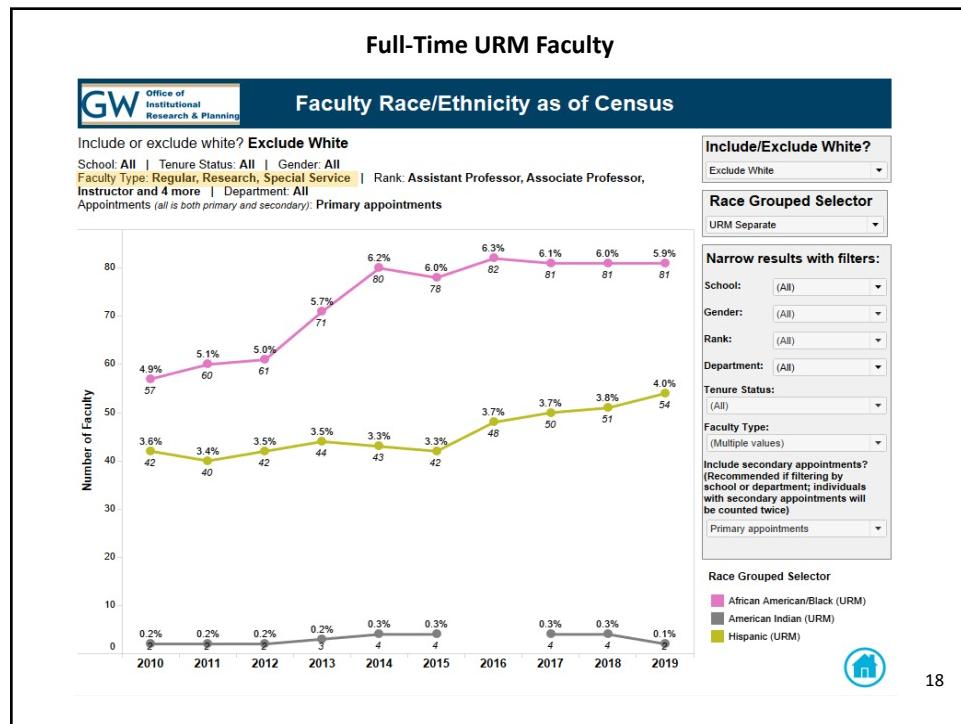


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**Comparison of Tenure/Tenure-Track vs. Non-Tenure-Track
Faculty Salary Averages Compared to AAUP 60th Percentile
Averages: AY 2018-19**

School	Professors			Associate Professors			Assistant Professors		
	T/TT	NTT	Total	T/TT	NTT	Total	T/TT	NTT	Total
CCAS	\$145,130	\$150,631	\$145,558	\$106,253	\$94,303	\$103,485	\$92,677	\$79,707	\$85,998
ESIA	\$176,931	**	\$178,380	\$114,204	\$118,307	\$115,571	**	NA	**
SB	\$205,867	NA	\$205,867	\$169,078	NA	\$169,078	\$176,713	NA	\$176,713
SEAS	\$195,669	**	\$193,728	\$137,421	**	\$139,299	\$114,053	NA	\$114,053
GSEHD	\$141,710	**	\$133,451	\$105,578	\$105,489	\$105,552	\$91,437	\$84,169	\$88,106
LAW	\$257,509	**	\$253,221	\$203,474	**	\$194,022	NA	NA	NA
CPS	NA	**	**	NA	\$100,270	\$100,270	NA	\$98,345	\$98,345
GWSPH	\$205,592	\$184,396	\$199,981	\$138,546	\$128,110	\$135,823	\$102,280	\$102,574	\$102,373
SON	\$143,699	**	\$140,886	\$110,657	**	\$110,258	\$97,076	\$89,897	\$93,675
GW AAUP Salary Average	\$182,239	\$164,268	\$180,597	\$122,952	\$104,804	\$118,846	\$110,678	\$83,853	\$99,582
AAUP 60%			\$145,711			\$102,177			\$89,245

** Cells are blank where N<5

Yellow to green color scheme represents how average GW faculty compare to the relevant AAUP 60th percentile.

19

Comparison Between GW and Market Basket Professor Salary Averages Compared to AAUP 80th Percentile Averages*												
GW Market Basket Institution	Professors											
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	%Change	
New York University	\$171,700	\$175,900	\$182,400	\$187,618	\$195,700	\$196,900	\$205,588	\$209,700	\$214,500	\$218,300	1.8%	
Georgetown University	\$155,500	\$158,900	\$167,100	\$173,592	\$177,900	\$178,200	\$188,250	\$195,800	\$203,400	\$206,100	1.3%	
Boston University	\$140,600	\$143,900	\$151,700	\$157,044	\$161,600	\$165,500	\$171,686	\$177,400	\$183,600	\$190,500	3.8%	
University of Southern California	\$145,800	\$151,000	\$155,900	\$160,517	\$164,600	\$166,800	\$170,567	\$175,800	\$181,600	\$185,400	2.1%	
Northeastern University					\$153,200	\$157,600	\$165,400	\$169,202	\$175,300	\$179,900	\$184,900	2.8%
George Washington University	\$142,900	\$146,400	\$152,000	\$156,018	\$161,400	\$163,500	\$168,799	\$174,600	\$179,400	\$183,300	2.2%	
University of Rochester					\$138,600	\$143,500	\$150,300	\$152,648	\$159,000	\$166,700	\$168,300	1.0%
University of Miami	\$132,500	\$137,000	\$140,800	\$144,778	\$151,100	\$156,000	\$160,210	\$165,000	\$164,200	\$166,600	1.5%	
University of Pittsburgh						\$140,200	\$144,200		\$149,400	\$153,000	\$156,700	2.4%
Tulane University	\$128,000	\$134,200	\$140,200	\$140,190	\$147,100	\$145,300	\$145,389	\$152,300	\$149,700	\$155,900	4.1%	
Tufts University	\$127,200	\$130,700	\$134,900	\$138,390	\$143,200	\$145,800	\$150,660	\$152,500	\$154,400	\$155,200	0.5%	
Wake Forest University						\$140,300	\$144,100	\$145,600	\$149,300	\$151,700	\$152,000	0.2%
Syracuse University					\$122,800		\$127,700	\$130,959	\$134,700	\$129,900	\$133,400	2.7%
Mean (excludes GW)	\$143,043	\$147,371	\$153,286	\$151,673	\$156,618	\$157,183	\$162,796	\$166,350	\$169,383	\$172,775	2.0%	
Median (excludes GW)	\$140,600	\$143,900	\$151,700	\$148,989	\$151,100	\$153,150	\$160,210	\$162,000	\$165,450	\$167,450	1.2%	
AAUP 80th percentile	\$134,671	\$137,637	\$140,726	\$143,125	\$146,405	\$152,123	\$156,140	\$155,359	\$165,639	\$166,627	0.6%	

* Sorted by 2018-19 overall averages

20

20

**Comparison Between GW and Market Basket Associate Professor Salary Averages
Compared to AAUP 80th Percentile Averages***

GW Market Basket Institution	Associate Professors											%Change
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19		
Georgetown University	\$100,700	\$104,100	\$109,000	\$109,355	\$111,300	\$114,200	\$118,953	\$125,200	\$130,000	\$136,900	5.3%	
Boston University	\$95,500	\$99,800	\$105,000	\$106,895	\$110,200	\$113,600	\$117,126	\$120,000	\$124,800	\$131,300	5.2%	
New York University	\$101,500	\$103,800	\$106,000	\$107,656	\$112,100	\$114,700	\$120,222	\$122,800	\$124,900	\$128,000	2.5%	
Northeastern University				\$108,000	\$111,800	\$114,700	\$117,725	\$121,800	\$124,100	\$124,800	0.6%	
George Washington University	\$98,600	\$100,200	\$103,100	\$106,102	\$109,400	\$109,900	\$114,557	\$115,000	\$117,000	\$118,800	1.5%	
University of Southern California	\$98,600	\$103,300	\$105,300	\$107,766	\$110,000	\$104,700	\$107,158	\$109,900	\$113,800	\$117,100	2.9%	
University of Rochester				\$100,900	\$101,700	\$103,400	\$105,522	\$109,300	\$112,200	\$115,000	2.5%	
University of Miami	\$86,900	\$90,000	\$92,000	\$94,764	\$99,400	\$102,500	\$105,535	\$108,300	\$110,600	\$113,600	2.7%	
Tufts University	\$95,300	\$96,000	\$97,500	\$101,152	\$102,300	\$104,500	\$104,816	\$107,200	\$109,500	\$111,100	1.5%	
Wake Forest University					\$95,500	\$96,500	\$98,700	\$98,500	\$101,900	\$103,900	2.0%	
University of Pittsburgh					\$93,000	\$96,400		\$99,900	\$101,100	\$103,200	2.1%	
Syracuse University				\$87,700		\$94,600	\$95,683	\$97,700	\$97,400	\$102,000	4.7%	
Tulane University	\$84,000	\$85,300	\$86,600	\$88,736	\$92,000	\$90,800	\$90,876	\$92,100	\$92,500	\$95,300	3.0%	
Mean (excludes GW)	\$94,643	\$97,471	\$100,200	\$101,293	\$103,573	\$104,217	\$107,483	\$109,392	\$111,900	\$115,183	2.9%	
Median (excludes GW)	\$95,500	\$99,800	\$105,000	\$104,024	\$102,300	\$103,950	\$105,535	\$108,800	\$111,400	\$114,300	2.6%	
AAUP 80th percentile	\$94,414	\$96,232	\$98,023	\$101,072	\$101,658	\$103,801	\$106,347	\$107,719	\$113,023	\$114,499	1.3%	

* Sorted by 2018-19 overall averages

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**Comparison Between GW and Market Basket Assistant Professor Salary Averages
Compared to AAUP 80th Percentile Averages***

GW Market Basket Institution	Assistant Professors											%Change
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19		
Georgetown University	\$83,600	\$88,900	\$94,400	\$96,014	\$101,200	\$103,300	\$112,865	\$115,700	\$115,600	\$120,300	4.1%	
Northeastern University				\$96,700	\$99,100	\$102,200	\$108,103	\$110,700	\$112,300	\$114,200	1.7%	
New York University	\$92,700	\$95,600	\$99,700	\$105,299	\$110,100	\$111,200	\$115,037	\$117,500	\$115,200	\$113,400	-1.6%	
Boston University	\$82,100	\$85,100	\$87,800	\$91,001	\$93,200	\$96,800	\$99,071	\$101,100	\$105,000	\$108,700	3.5%	
Tulane University	\$67,800	\$69,300	\$71,500	\$73,956	\$79,800	\$83,200	\$91,517	\$92,500	\$93,300	\$108,500	16.3%	
University of Rochester				\$94,700	\$96,000	\$98,000	\$100,620	\$102,400	\$106,900	\$108,200	1.2%	
University of Southern California	\$89,600	\$91,500	\$93,300	\$93,452	\$95,600	\$92,900	\$93,870	\$97,400	\$97,900	\$100,200	2.3%	
University of Miami	\$79,100	\$77,700	\$81,100	\$83,406	\$83,500	\$86,900	\$95,682	\$98,000	\$98,200	\$99,600	1.4%	
George Washington University	\$81,000	\$82,100	\$84,200	\$86,896	\$87,500	\$90,100	\$90,821	\$92,700	\$96,200	\$99,600	3.5%	
Tufts University	\$75,700	\$78,200	\$79,000	\$82,898	\$86,400	\$86,500	\$88,317	\$90,500	\$92,200	\$94,000	2.0%	
University of Pittsburgh					\$77,800	\$80,900		\$81,500	\$85,600	\$87,000	1.6%	
Wake Forest University					\$79,000	\$80,900	\$81,100	\$77,900	\$76,200	\$85,000	11.5%	
Syracuse University				\$75,500		76500	\$77,599	\$79,600	\$80,900	\$80,600	-0.4%	
Mean (excludes GW)	\$81,514	\$83,757	\$86,686	\$89,293	\$91,064	\$91,608	\$96,707	\$97,067	\$98,275	\$101,642	3.4%	
Median (excludes GW)	\$82,100	\$85,100	\$87,800	\$92,227	\$93,200	\$89,900	\$95,682	\$97,700	\$98,050	\$104,200	6.3%	
AAUP 80th percentile	\$81,002	\$81,135	\$84,236	\$86,896	\$87,456	\$91,183	\$95,281	\$95,273	\$100,020	\$100,993	1.0%	

* Sorted by 2018-19 overall averages

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**Salary Equity Ratio* Between Female and Male Professor Average Salary:
AY 2019-20**

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	12	\$237,950	28	\$206,793	40	\$216,140	115.1
CCAS	51	\$147,986	106	\$148,401	157	\$148,266	99.7
ESIA	6	\$173,399	21	\$179,326	27	\$178,009	96.7
SEAS	7	\$191,846	35	\$198,812	42	\$197,651	96.5
LAW**	13	\$281,411	32	\$280,190	45	\$280,543	100.4
GWSPH	15	\$193,286	21	\$211,250	36	\$203,765	91.5
Grand Total***	110	\$182,805	252	\$185,890	362	\$184,952	98.3

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Law school statistics exclude clinical and legal writing faculty. If clinical and legal writing faculties were included, the salary equity ratio would be 94.5.

*** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

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**Salary Equity Ratio* Between Female and Male Associate Professor Average Salary:
AY 2019-20**

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	9	\$173,109	18	\$170,661	27	\$171,477	101.4
CCAS	89	\$102,481	93	\$106,032	182	\$104,296	96.7
ESIA	9	\$103,473	13	\$123,832	22	\$115,503	83.6
SEAS	5	\$142,949	21	\$142,329	26	\$142,448	100.4
GSEHD	19	\$109,256	14	\$105,318	33	\$107,585	103.7
GWSPH	23	\$132,046	16	\$136,206	39	\$133,753	96.9
Grand Total**	178	\$114,879	184	\$121,956	362	\$118,476	94.2

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total. Law school excludes clinical and legal writing faculty.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

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**Salary Equity Ratio* Between Female and Male Assistant Professor Average Salary:
AY 2019-20**

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	8	\$175,951	15	\$188,418	23	\$184,081	93.4
CCAS	63	\$87,564	64	\$90,842	127	\$89,216	96.4
SEAS	6	\$114,764	9	\$113,702	15	\$114,126	100.9
GSEHD	14	\$88,423	6	\$91,797	20	\$89,435	96.3
GWSPH	12	\$103,741	8	\$109,257	20	\$105,948	95.0
Grand Total**	128	\$97,912	106	\$108,165	234	\$102,557	90.5

**"Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total.

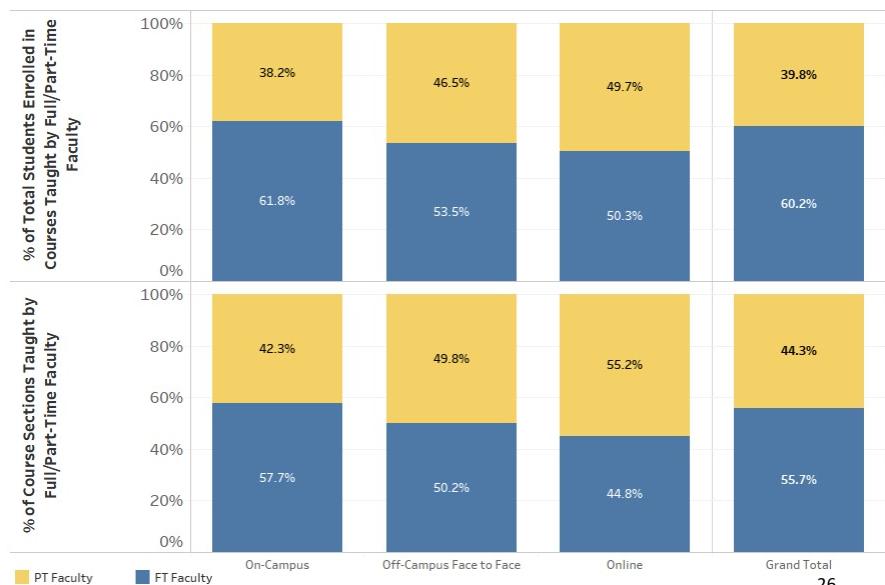
Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

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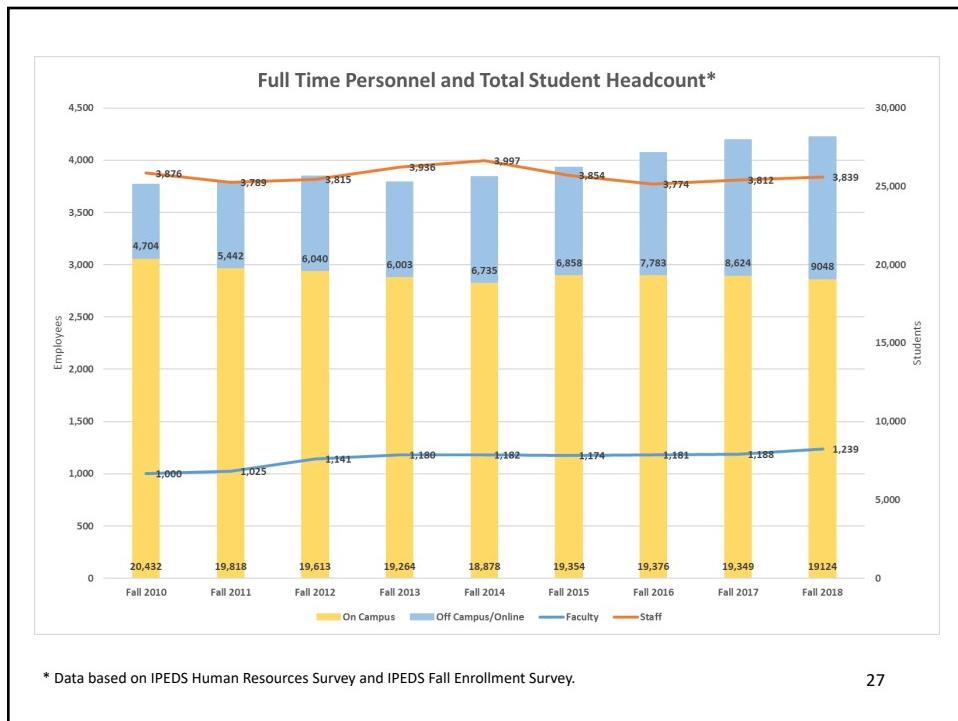
Full- and Part-Time Faculty Teaching* by Campus : Fall 2019



*SMHS courses were excluded because Banner does not record full/ part-time status for medical school faculty.

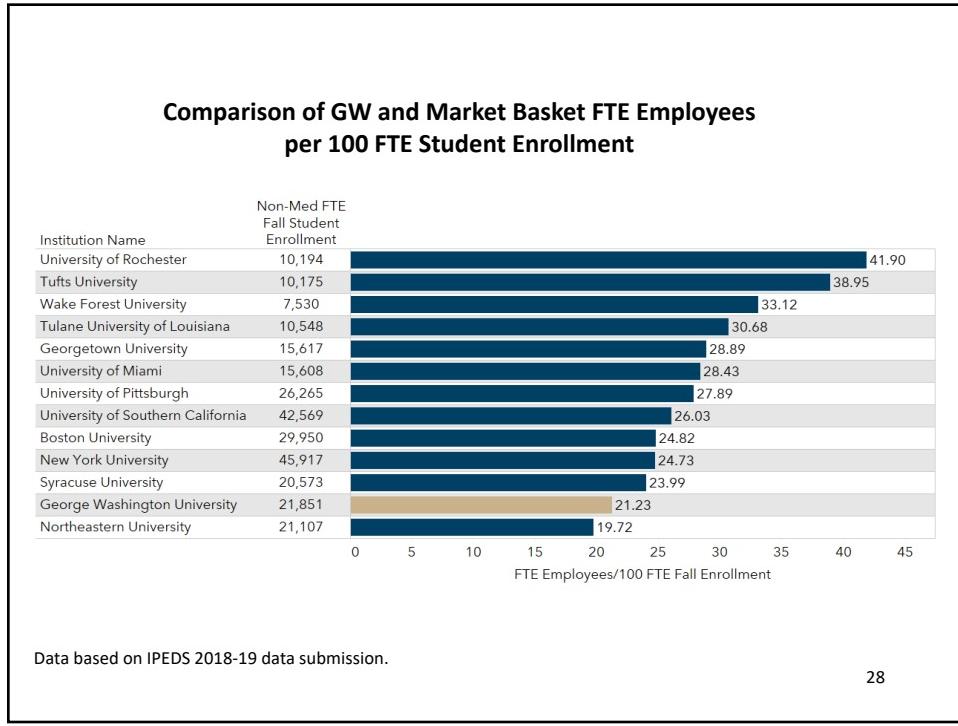
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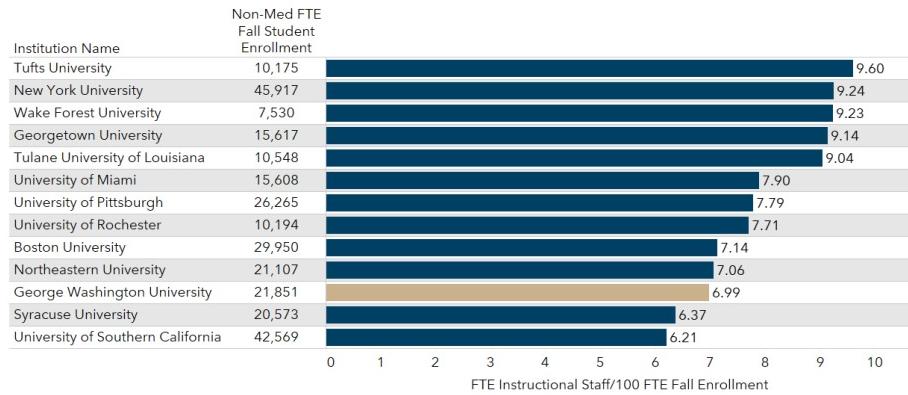
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Comparison of GW and Market Basket FTE Faculty per 100 Student FTE Enrollment



Data based on IPEDS 2018-19 data submission.

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A RESOLUTION TO AMEND THE BYLAWS OF THE FACULTY SENATE (20/11)

WHEREAS, the schedule for Senate meetings should provide more predictability to Faculty Senators who need to balance multiple academic and professional commitments;

WHEREAS, Faculty Senators may have family responsibilities on a late Friday afternoon; and

WHEREAS, open-ended Senate meetings can be onerous for the numerous University staff that serve Senate meetings;

NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That Section 2 of the Bylaws of the Faculty Senate be amended by adding as paragraph (g):
"The Senate should normally convene at 2pm and should adjourn at 4:30pm, extending no later than 5pm. A motion to adjourn, if offered, shall require a majority vote as usual. It is the sense of the Senate that members should have a reasonable advance expectation of the latest time that a Senate meeting will adjourn so that members can plan other activities. Members should keep the time of the day in mind in framing their remarks."
2. That Section 2(d) of the Bylaws of the Faculty Senate be amended by striking the current text and inserting the following: "The Agenda for a regular meeting shall be available to members in writing on the Senate's website, and a link to that Agenda shall be sent to all members on or before the seventh day before the meeting day."

Executive Committee of the Faculty Senate
February 28, 2020